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ABSTRACT

This report describes five out of seventeen units in a World Civilization program, a two-year humanities oriented interdisciplinary English and social studies program. Course material focuses on those records of man which represent his thoughts and feelings about life. History serves as the basis for the chronological development of the course, however literature, drama, philosophy, art, and music are included as an integral part of the content. English skills are taught through an extensive program of expository writing, literary interpretation, oral expression, and independent study. In social studies the instructor team focuses on critical thinking, problem solving, drawing relationships, developing a sense of time and space, analyzing information in terms of social, political, economic, cultural, and religious activity. There are three methods used: lecture, informal lecture-discussion, and small group discussion including use of multi-media center. The units included here are: The Ancient Near East, The Egyptians and the Hebrews, Renaissance, Seventeenth Century, and China. Each unit contains: philosophy, behavioral objectives, daily routine block plan, teaching techniques, testing methods and instruments, performance criteria, annotated bibliography of resources, reading lists, and study questions. (SBF)

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FINAL REPORT
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RESEARCH AND DEVELOPMENT PROJECT TO DEVELOP, IMPROVE, EXPAND AND EVALUATE BEHAVIORAL GOALS OF A TEAM-TAUGHT, HUMANITIES-ORIENTED COURSE IN WORLD CIVILIZATION FOR NINTH AND TENTH GRADE STUDENTS

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SUMMARY

Educators throughout the country have felt that social studies and English programs need to develop greater depth of understanding of historical events as they relate to the ideas, feelings, and cultural expressions of man. No outline which included methodology, suggestions for implementing content, is available to secondary instructors who wished to initiate such an approach. To meet this need, five members of the World Civilization team at Langley High School in Fairfax County, Virginia, developed five of the seventeen units taught in a two year World Civilization-humanities program for ninth and tenth grade students with average and above abilities. Each prepared unit included the following:

.A point of view establishing the overall philosophy of the units.

.A list of behavioral objectives stating the major outcomes expected.

.A block plan explaining the content presented and the logistics of the daily routine.

.A description of methodology explaining techniques used to develop the student's understanding, to arouse his interest, and to foster his writing and social studies skills.

.An evaluation showing the method used for testing each objective, stating the success criteria, and explaining student performance.

.An annotated bibliography of the sources.

.An appendix which contains test instruments, reading lists, study questions, etc.

The objectives of the project were:

1. To show how the "humanities approach" can be used to integrate English and world history in grades nine and ten.
2. To offer five model units which could be adjusted to the needs of group size and ability levels.
3. To plan five model units of work for World Civilization which would completely explain use of content, methodology, and integration of the materials into the unit.
4. To select and compile a complete list of materials for the program which would include reference books, texts, specific selections of literature, music, art, films, filmstrips, slides, tapes, and records which are used to enrich the course.
5. To annotate all materials so that instructors could determine, without extensive reading, which materials would suit their purposes.
6. To show how a sequential writing program is incorporated into the course content.
7. To suggest the multiple ways in which the skills, knowledge, specializations and time of a team of instructors can be used.
8. To formulate measurable behavioral objectives for each unit.
9. To evaluate by oral and written tests the degree to which the objectives were met.
10. To validate through the use of professional consultants the extent to which objectives have been accomplished.

RESULTS OBTAINED

Objectively, the high performance of students on tests, as evidenced in the evaluation section of each unit, indicated the success of the program. Subjectively, the instructors observed great interest, excite-

ment, and satisfaction on the part of students participating in the course. Further success was indicated by a yearly increase in enrollment requests.

SIGNIFICANCE AND IMPLICATIONS

The instructors felt that the five model units may serve as a guide for administrators and instructors interested in developing a World Civilization-Humanities program for English, ancient history, medieval history, and modern European history.

RECOMMENDATIONS

These units should be viewed as a suggested guide in establishing this kind of program. Each group of students and instructors should determine needed modifications in content and procedure. This study was intended to offer a way to start. Hopefully these units will stimulate the imaginations of those who read them to develop differing and possibly superior programs.

INTRODUCTION

This report describes the development and implementation of five out of seventeen units World Civilization program, a two-year humanities oriented program, as it is being developed at Langley High School in Fairfax County, Virginia. The course is based on the idea that man is, and always has been, a thinking, feeling being. As a result, material selected for investigation focuses on those records of man which represent his thoughts and feelings about life. Class discussions are designed to encourage students to react personally to ideas presented in this material. Groups are kept as small as possible, and the classroom atmosphere is usually relaxed. The instructor attempts to function as a director of learning rather than as the traditional dispenser of knowledge. This approach creates an atmosphere in which both students and instructors are encouraged to examine, to evaluate, and to question their own and other men's ideas. This examination of ideas, and the personal interchange which results, seems to create the climate which stimulates each student to verbalize their own thoughts and to relate them to those of other men. In addition, this approach helps the student to develop an interest in ideas and concepts; an ability to manipulate these concepts through intelligent handling of facts; a desire to understand and to examine his own attitudes and values; an interest in reading; an interest in classroom activities which continues beyond the school atmosphere; and an enthusiasm for learning.

The desire to develop this type of program stems from the feeling throughout the country that an interdisciplinary humanities approach to curriculum organization is one way to overcome the dissent and apathy which is currently the plague of the educational system. As the team at Langley began to develop this new interdisciplinary program, it became obvious that there were few models to follow. Those located were very brief lists of unit names and material included. There was no methodology or explanation of how each piece of material was interpreted or treated. Therefore, the team has attempted to fill this void by developing a detailed syllabus which could be useful in establishing an inter-disciplinary program in English and social studies at the ninth and tenth grade levels.

Because the evaluation section of each unit presents a rather arbitrary report of student performance, we recommend that administrators and instructors (when they study the units) pay particular attention to the methodology sections. It is here that techniques and approaches to individual pieces of material are explained. From these sections, the reader should get a feeling for what was done in the course. Maybe he will want to experiment with the techniques and methods, or maybe he will say that he can think of more relevant and exciting ones himself. Either way, we believe these units will assist in developing a student-oriented program which allows for free thinking and unlimited questioning--a program which fosters the development of thinking, feeling individuals who are positive, functioning members of society.

METHODS

The World Civilization course described in this report was begun in 1964. In October, 1968 the instructors received a grant award from the Office of Education. During the school year they planned and developed the units. In February, a research specialist suggested extensive revision. The China unit was developed after this preliminary report and the other four units were revised later after an extension of the submission dead line. The five instructors met for two hours during regular school days, four hours for three or four days a week after school, numerous Saturdays and Sundays, and about two months in the summer to plan each of the five units. We decided on the time period to be covered by each unit; then we began to discuss the overall theme which would be presented. Next, we talked about material to be incorporated, skills to be developed and behavioral objectives to be met. Finally, we discussed appropriate methodology for achieving our objectives and developed test instruments which would show whether we had met our objective.

The planning time was the most important factor in developing the program. It was during planning sessions that each member came to an understanding of the purpose, content and direction of the unit. Personal feelings had to be considered, availability of sources had to be discussed, each person's responsibilities had to be outlined, and the capacity of each individual had to be weighed. At times tempers were high. Often members felt that the most important piece of information or skill had been ignored. Some said that the amount of work to be done was impossible. However, through these sessions, sometimes on a high intellectual plane, sometimes on the hard plane of realism, the group arrived at a plan for the next step of World Civilization. Only through extensive interchanges did everyone feel that he was playing an integral part in the development and organization.

Of all of the activities of the planning sessions, the writing of the behavioral objectives was the most difficult. Often much of what we intended the students to gain from the course (feelings, attitudes, and enthusiasm) seemed unmeasurable. Books on formulating behavioral objectives offered assistance in stating the outcomes desired, but they afforded little aid in formulating test instruments which could effectively evaluate student success. Measurable objectives did not really substantiate many of the goals we were trying to attain.

Content

The first unit of World Civilization I is an introduction to the study of the Humanities and Early Man and is followed by a Unit on Egypt and the Hebrews. (Other units included in the program at Langley are Greece, Rome, The World's Great Religions, and the Middle Ages.) World Civilization II begins with a unit on the Renaissance and is followed by a unit on the Seventeenth Century. (Other units included at Langley are the Eighteenth Century, Revolution and Romanticism, the Nineteenth Century, and the Twentieth Century.) Each year we also present one unit in both World Civilization I and II which deals with a non-Western culture. The unit on China which was taught in 1968-69 is included as one of the units in this report. (During the 1969-70 session the non-Western unit was on Africa.) History serves as the basis for the chronological de-

velopment of the course; however, literature, drama, philosophy, art and music are included as an integral part of the course content since man reflects his attitudes and achievements through his culture. The specific subject matter of each unit is selected to focus on how man, throughout his history, has answered the following questions:

Who am I? What is my relationship to myself?
What is my relationship to my fellow man?
What is my relationship to God?
What is my relationship to authority (state)?

While these questions are not dealt with every day, they are referred to in each unit of the course, and should, therefore, be viewed as one of the major threads of the program.

Skills

English skills are taught through an extensive writing program which begins with the sentence and progresses through the expository paragraph and the expository essay. The course is also designed to develop skills related to literary interpretation, oral expression and independent study. In social studies the instructors focus on critical thinking; problem solving; drawing relationships; developing a sense of time and space; and analyzing information in terms of social, political, economic, cultural, and religious activity.

Instructors

The two levels of the course are taught by a team of three English instructors and two social studies instructors. Each has a broad background in the liberal arts. Such a background is necessary because all material is closely integrated. The instructors teach a diverse number of subject areas and frequently teach material that is not a part of their basic academic background. On these occasions the members of the team who are familiar with the material to be presented explain and guide the other instructors in preparation for the classroom activities. However this does not mean that each instructor is always familiar with all material that other instructors are teaching. Therefore, student's questions are often referred to other instructors for precise answers.

Credit

World Civilization I students receive one required credit each in English and in social studies; World Civilization II students receive one required credit in English and one elective credit in social studies.

Student Selection

Not all students at Langley take World Civilization. They have a choice of this program or several other programs at the ninth and tenth grade levels. Most of the students in the course are average and above in ability. As taught at Langley, the program is considered to be for the college-bound students who have demonstrated above average ability in English and social studies or for the students who find a course of this nature interesting and appealing. The instructors sincerely feel that the course does not necessarily have to be for the average and above-average achiever; with modifications and careful selection of material, we feel that the personal approach to teaching could be adapted to those students who do not achieve average marks.

Time Allotments

Each level of the World Civilization program is taught in a two-hour block of time. World Civilization I meets during periods 2 and 3; World Civilization II during periods 5 and 6. Although the two-hour block of time is usually divided into two equal periods, the larger time block is essential for handling unequal time allotments. For example, a guest lecturer may wish to speak for two hours, a film may run for 65 to 70 minutes, or a short discussion period might be necessary before moving on to a larger group presentation. In these situations, the two-hour block provides for flexability and for optimum use of instructor/ student time.

Grouping

In the 1969-1970 school year, one hundred and fifty-two ninth-grade students and ninety-one tenth grade students were enrolled in the course. These numbers are, of course, subject to change from year to year. Our experience indicates that one hundred and twenty is the maximum feasible number, and eighty-five the most desirable number of students for a team of five instructors.

Many possibilities for grouping occur with five instructors available in a two-hour block of time. Small groups for discussion are planned most frequently. Lecture groups are held to a maximum of fifty whenever possible. Larger groups are planned only for viewing films or hearing a guest lecturer whose time is limited. Although the five instructors are involved at both levels of the course, the ninth and tenth grade students are not combined at any time.

Each student is assigned to three categories for grouping purposes: a letter grouping, a Roman numeral grouping, and an Arabic number grouping. For example, a student might be in groups A, II, and 1. In this way the group size may range from one-fourth the total to one-sixth the total. Combinations of these smaller groups provide for situations with half the total (groups AB or CD) or one-third of the total (groups I, II or groups III, IV or groups V, VI).

Key to Grouping

	Students		Minimum number of instructors
1.	A B C D	all students	one
2.	AB, CD	total number divided into two groups	two
3.	A, B, C, D	total number divided into four groups	four
4.	I II III	one half the total	one
	IV, V, VI	one half the total divided into three	three
5.	1, 2, 3, 4, 5	total number divided into five groups	five
6.	A, B	one half the total divided into two groups	two
	IV, V, VI	one half the total divided into three groups	three
7.	I II, III IV, V VI	total number divided into three groups	three

Physical Facilities

Although any classroom situation could be used, Langley's physical faci-

lities provide an opportunity to use these groupings to best advantage. Two double classrooms with sliding doors and one single classroom are used for most grouping situations. The auditorium is frequently used to provide the best visability for movies or slides presented to the whole group. Additionally, Langley Hall, a more intimate "lecture" room with approximately 200 desks, is often used for guest lecturers or for one team member to speak to half the group while the other half is divided into three smaller groups meeting in the smaller classrooms.

Block Plan

The logistics involved in communicating subject matter to be handled, time allotments for subject matter, groupings, and location of activities are handled through dittoed block plans which each student receives at the beginning of every unit of work. In this way each student is able to plan his time several weeks in advance. Students are expected to prepare the appropriate material for the day on which it is listed. To help the ninth-grade students adjust to this responsibility and to provide additional security in their first weeks of high school, all assignments are listed both on the date they are made and on the day that they are due.

Key to Block Plan

1. The days are denoted rather than dates of the month to allow for insertions and adjustments for snow days, unexpected delays, absence of instructors, etc.
2. Grouping notations are listed in the manner described above.
3. Room numbers for a small classroom situation appear on the block plan as follows: 200, 201, 202, 104, 106. With the folding door open the double rooms will be listed as 200-202 or 104-106.
4. Instructors are listed by initial: S, W, K, C, M.

Example of Typical Listing

	Period 1	Period 2
Day 25	A-201-K B-104-W	C-201-K D-104-W
	Subject matter	Subject matter
	IV-200-M V-106-S VI-202-C	I-200-M II-106-S III-202-C
	Subject matter	Subject matter

Terminology Used in World Civilization

1. The Humanities Questions

The humanities questions around which the team has decided to develop the World Civilization course are:

Who am I? What is my relationship to myself?
What is my relationship to my fellow man?
What is my relationship to God?
What is my relationship to authority (state)?

We use these questions to begin the discussion of much of the material presented. Students are asked to speculate about the answers the com-

poser of given material might have on the basis of the ideas evident in a poem, short story, play, painting, sculpture, building, governmental or philosophical treatise, etc. (see Addendum). These speculations lead to the gradual understanding of the historical epoch. Students are encouraged to generalize about the answers that are most typical of the various time periods studied. After several units the students should begin to look at the material from this point of view without instructor direction. After discovering the answers of the past civilizations, students are encouraged to examine their own answers to these questions and to relate their answers to those of the past. This should lead to a deeper understanding of their own answers as well as enable them to see their connection and commonness with men of the past.

2. Lecture

This refers to a formal presentation by a member of the World Civilization team. These presentations are usually made to the entire group of World Civilization I or World Civilization II students or to one-half of the group at one time. An attempt is made to keep these lectures to a minimum.

3. Guest Lecturer

This refers to any speaker who is not a member of the World Civilization team. The guest may be another member of the faculty, a parent, a representative of the federal government, or some member of the community who has a special knowledge or skill.

4. Informal Lecture-discussion

This refers to the occasion when the instructor has some specific points he wants the students to understand but also wishes to draw on the students' background reading and knowledge. The atmosphere is informal. Questions may be directed to individual students in order to get information, opinion, or ideas. Students may exchange ideas with each other as long as there is a reasonable semblance of order in the classroom. The informal lecture-discussion usually takes place with no more than one-half of the group present. One-third or one-fourth is preferred.

5. Small Group Discussion

These are occasions when the group consists of no more than one-fifth or one-sixth of the students. In these sessions, students are encouraged to personally react, to lead the discussion themselves, and to freely question the ideas of both the instructors and other students. The instructor's role is kept to an absolute minimum.

6. Students Personally React

The basis for the course is the idea that man is man. The instructors treat the students as a part of this great continuum. They feel that the students should have an opportunity to react to the material presented. Therefore students are constantly asked to respond to what they see or hear. Instructors attempt to lead students' personal reactions into thoughtful discussion without "telling" or dispensing knowledge. Instructors always maintain an informal atmosphere within the classroom. Students feel free to comment as they wish. When chaos begins to develop, students are asked to raise hands before they speak.

The instructors in no way attempt to create an image of having all the knowledge or all of the answers. Their goal is to walk into the classroom, get a discussion started, and then sit while the students carry on. This does not happen every day for the entire day, but it does happen.

7. Multi-media Center

This is a room provided with a tape recorder, record player, slide projector, maps, art prints, and reading material. Upon occasion, the material used in class is placed in the multi-media center for more careful observation. Most of the material, however, is supplementary to that used in class. For each unit we select materials, books, slides, filmstrips, records, etc., appropriate to the unit. Sometimes specific assignments are made requiring use of the room; more often we encourage free, self-directed use of the center. The atmosphere is not one of a quiet, silent, study place; it is an area where students can listen and look together and share ideas. The room is accessible to the students during their study hall or lunch periods. The World Civilization instructors' work center is across the hall so any necessary supervision is available.

8. Social, Political, Economic, Cultural, and Religious Activity

These terms are useful for categorizing information and giving the students something to say about material presented. We begin with very limited definitions of these terms and, in the course of two years, develop more sophisticated explanations and understanding.

9. Expository Essay

An expository essay is an essay which <u>explains</u>. This is the most common form of writing because it is used to answer test questions, to write papers, to write analyses of laboratory experiments, etc. The World Civilization students are taught to write <u>formal</u> expository essays, i.e. paragraphs must be developed by either major-minor or general to specific form (see Addendum), rather than personal or narrative accounts.

RESULTS AND CONCLUSIONS

The results of the project are the five units of World Civilization which follow in Chapters 2-6. Objectively, the success of the units was indicated by the high performance of students on tests, as evidenced in the evaluation section of each unit. However, the instructors felt that, even though the evaluation section of each unit does validate certain parts of the program, many outstanding outcomes are not sufficiently represented. The overall goals of the course, dealing with personal motivation and development can be observed, but a complete statistical evaluation is impossible. We felt that the most significant portion of the work is the unit methodology, but to those who are more interested in the evaluation section a few words are necessary. In developing test instruments and success criteria for each objective we had no grand plan, no pre-testing procedure, and no control groups. Each instrument was designed to measure one or more objectives. The success criteria were arrived at arbitrarily on the basis of how we expected our average and above groups to respond. The significance of

the evaluation is that it shows that we met most of our stated behavioral objectives. To interpret the results to have broader meaning would be to misuse the data. Before one could assume great implications on education in general, a much more sophisticated and elaborate plan of evaluation would have to be developed.

Subjectively, the instructors observed great interest, excitement, and satisfaction on the part of students participating in the course. Further success was indicated by a yearly increase in enrollment requests.

RECOMMENDATIONS

.Administrators and instructors should read the five units to see one method of organizing a World Civilization-humanities course.

.Administrators and instructors should use the five units as a starting point for developing their individual student-oriented program.

.The final report of this project should receive wide distribution to school districts throughout the United States.

.Follow up studies should be carried out to see if the outlined program is successful with other students and instructors.

.All who receive copies of the final report should be requested to comment on the usefullness of such outlines.

.All instructors and administrators who use the program should apply it only in light of more recent educational theory and technique.

.Money should be granted for further study and development of humanities-interdisciplinary programs.

.Grants should be awarded to persons interested in developing test instruments to measure affective objectives.

GENERAL BIBLIOGRAPHY FOR INSTRUCTOR USE IN ALL UNITS

Barnes, Harry Elmer, An Intellectual and Cultural History of the Western World. New York: Dover Publications, Inc., 1965.

This work is in three volumes: "Earliest Times through the Middle Ages;" "Renaissance through the Eighteenth Century;" "Nineteenth Century to Present."
More than a general history, it covers institutions, social structures, ideas, economic systems, art, literature, music, architecture, social thought, the sciences, philosophy, religion, and political structures.

Bloom, Benjamin, et. al., Taxonomy of Educational Objectives, Handbook I, Cognitive Domain. New York: McKay, 1956.

The most outstanding and recent work on writing and defining knowledge objectives for curriculum development. It is an indispensible resource.

Burns, Edward McNall, Western Civilizations: Their History and Their Culture. New York: W. W. Norton & Company, Inc., sixth edition, 1963.

This is an excellent source book which details man's cultural development in the West from the beginning to the present. It includes many details on the inter-relationship of philosophy, literature, and art. At times the author's opinions strongly influence the narrative which causes controversial conclusions.

Burns, Edward McNall, and Philip Lee Ralph, World Civilizations from Ancient to Contemporary. New York: W. W. Norton & Company, Inc., 1958.

Two volumes which stress the intellectual and cultural aspects of man's development without neglecting either political or economic factors.

Brinton, Crane, et. al., A History of Civilization. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

In two volumes, Prehistory to 1715 and 1715 to the Present. This is a cultural history of Western man. An excellent brief survey of the meaning of the philosophy and art of the most important civilizations of the West.

Brinton, Crane, Ideas and Men: The Story of Western Thought. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Beginning with Hellenic ideas, Brinton traces the highlights of Western thought, e.g. Christianity, humanism, Protestantism, rationalism.

Canaday, John, Metropolitan Seminars in Art. New York: Metropolitan Museum of Art.

This is an extremely valuable series for art appreciation. It is particularly helpful for comparisons of styles and individual pieces of art.

Cartocraft Map Studies

Set No. R, Ancient History; R_7 & R_8 World History.

Outline maps and completed maps are included in these kits.

Christensen, Erwin O., The History of Western Art. New York: Mentor, 1959.

This work is very general and brief but helpful for beginning discussions of the development of Western Art.

Clark, William Smith, Chief Patterns of World Drama: Aeschylus to Anderson. Boston: Houghton Mifflin Company, 1946.

This contains particularly helpful introductions on the history of the drama and the stage.

Clendenin, William R., Music History and Theory: A Comprehensive Introduction to Western Music from Primitive Times to the Present. New York: Doubleday & Company, Inc., 1965.

This work presents the elements of music and traces the history of music with detailed attention to the "great" periods. Composers, forms, and instruments are discussed.

Gombrich, Ernse Hans Josef, Story of Art. London: Phaidon, 1949.

This work is frequently revised to incorporate changes in text. The emphasis is on painting although a discussion of the architecture and sculpture of each period is included.

Great Ages of Man, The. New York: Time Incorporated.

This series is useful for a general background of a period. Each book is well illustrated and is easy to read.

Grout, Donald Jay, A History of Western Music. New York: W. W. Norton & Company, Inc., 1960.

Vocal and instrumental forms, notation, performance, music printing, development of instruments, and biographical information on composers are included in this detailed study. Music is treated as an integral part of our intellectual heritage. It is well illustrated.

History of Music in Sound, The. R.C.A. Victor, Oxford University Press.

This is an excellent source for music of all periods. Accompanying booklets give detailed commentary on all pieces.

Horizon, any of the Horizon publications are particularly useful.

Hughes, Paul L., and Robert F. Fries, (eds.), Readings in Western Civilization. Paterson, New Jersey: Littlefield, Adams & Co., 1956.

The primary selections in this paperback are short and easy for ninth and tenth grade students to grasp. Political documents, treaties, speeches, and personal reflections are included. The book covers the period from the Roman Empire through World War II.

Janson, H. W., A Survey of the Major Visual Arts from the Dawn of History to the Present Day. New York: Prentice-Hall and Harry N. Abrams, Inc., 13th printing, 1968.

This is one of the most authoritative and useful studies of art.

_____, Key Monuments of the History of Art. New York: Prentice-Hall and Harry N. Abrams, Inc., 1959.

This work contains a comprehensive collection of plates from all periods inculding sculpture, painting, and architecture. Unfortunately, the plates are in black and white.

King, Harold C., The Story of Our Heritage. New York: Charles Scribner's Sons, 1956.

This is an old college text that is very much out of date, but offers valuable accounts of major periods in the development of Western civilization through the 17th century. It is especially helpful in organizing information about the various time periods.

Krathwohl, David R., et. al., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: McKay, 1956.

This is the best work available on writing objectives for changing attitudes and developing new mind sets. It is a pioneer work in the field, but there is nothing better at the present time.

Leichtentritt, Hugo, Music, History, and Ideas. Cambridge: Harvard University Press, 1964.

Leichtentritt sketches the history of music in relation to the social, political, economic, and philosophic trends of the time.

McGraw-Hill series of art slides is our basic source of slides from the Renaissance through the Impressionists. New York: McGraw-Hill Book Company, Inc.

Moore, Douglas, A Guide to Musical Styles: From Madrigal to Modern Music. New York: W. W. Norton & Company, Inc., 1962.

Basically a history of musical forms, this book is an "attempt to transport the reader into the spirit of each of several great periods--Renaissance, Baroque, Classic, Romantic, and Modern."

Pevsner, Nikolaus, An Outline of European Architecture. London: Penguin Books, 1943.

A classic explanation of the development of European architecture since 1000 A.D. There are many illustrations of the buildings discussed and floor plans of these buildings. The author takes great care in explaining how the buildings reflect the spirit of the times in which they were built.

Priestly, J. B., Literature and Western Man. New York: Harper & Row, 1960.

"In these essays, the well-known English novelist surveys Western letters and, through them, Western man from the 15th century to the present."

Robb, David M., and J. J. Garrison, Art in the Western World. New York: Harper & Row, 1963.

Divided into sections on architecture, sculpture, and painting, this work gives introductory commentary on principles of design, construction, and techniques. It also defines methods and terminology before studying the development of Western art.

Schaefer, Ludwig F., et. al., Problems in Western Civilization: The Challenge of History. New York: Charles Scribner's Sons, 1965.

This is a collection of edited readings prepared for use in Carnegie Tech's freshman Western Civilization course. The editors say, "...we want the student to understand how history is written and how historians work. It is this emphasis on historical method which distinguishes the book from other source readings in Western Civilization." This is an excellent source.

Sewall, John Ives, A History of Western Art. New York: Holt, Rinehart and Winston, Inc., 1961.

This is one of the most authoritative and useful studies of Western art.

Stavrianos, Leften S., Readings in World History. Boston: Alyn and Bacon, Inc., 1962.

A readings book prepared to accompany Stavrianos' A Global History of Man, a text for high school students. There are selections on early man and the seven world regions: Western Europe, the United States, the Middle East, Latin America, the Soviet Union, Sub-Saharan Africa, and China. The selections on the non-Western world are the most useful since material here is usually more limited.

Stearns, Raymond Phineas, Pageant of Europe: Sources and Selections from the Renaissance to the Present Day. New York: Harcourt, Brace & World, Inc., 1961.

Designed primarily for college survey courses in modern European history, this book contains readings on political, economic, and cultural events. The documents are selected to present a particular individual, idea, or historical event. The selections are generally short and readable; it is a very useful source.

Steichen, Edward, The Family of Man. New York: Maco Magazine Corporation, 1955.

We had slides made from the Steichen photographs. These slides are used at various times throughout the unit.

Story of Great Music, The. New York: Time Incorporated, 1966.

This series of records is useful from the Renaissance to modern music. Accompanying booklets are particularly helpful for their discussion of the era as well as notes for listening to the pieces.

Warnock, Robert, and George K. Anderson, The World in Literature. Chicago: Scott, Foresman and Company, 1959.

One of the few anthologies of world literature which is really

useful. Introductory sections for each chapter are particularly helpful. Moreover, content does not cover only the most obvious selections of world literature.

Wold, Milo, and Edmund Cykler, An Introduction to Music and Art in the Western World. Dubuque, Iowa: William C. Brown Company, eighth printing, 1964.

An introduction to "the stylistic character and cultural climate of the important art epochs of Western Civilization," the book shows how "the various arts responded to the same socio-cultural conditions and how each art is related to the others in the pattern of cultural history."

WORLD CIVILIZATION I

UNIT I

INTRODUCTION TO THE HUMANITIES AND EARLY MAN

POINT OF VIEW

All men, in all times and in all places, have certain essential needs. The need for food, shelter, and social and spiritual security seem outstanding. Originally, man's action in meeting these needs was basic; he sought survival and security. His reactions and thoughts about life were directed toward making it possible for him to live. Since no one was there to teach him, he painfully discovered everything for himself. Soon man learned to borrow the methods and rationale for action from his elders and from his contemporaries. He learned to control nature, to communicate, to cooperate; he discovered that his basic needs could be met more efficiently if jobs were specialized. Eventually he had time for thought, for spiritual and intellectual activity. He began to question his individual existence and his relationship to the forces around him. Who am I? How did I get here? What is my position in the group? How can I make the unseen forces behind the sun, rain, and the earth help me to meet my needs?

The elements of civilization building, control over nature, communication, cooperation, and spiritual and intellectual activity have become more complex in the five thousand years since the cave man began to develop his civilization. Man has developed more complicated controls and more sophisticated explanations, but man is the same substance today as he was in pre-historic times. Each man, cave to contemporary,

strives to meet basic needs and to fulfill the demands of his existence. Each man must ask himself the same basic questions; each must determine his feelings about his relationship to himself, his relationship to others, his relationship to God, and his relationship to authority (state). His answers determine the rationale, the philosophy, which underlie all of his actions.

The humanities approach to the study of man reveals the common dilemmas, the common questions, of all men. Through speculating about the answers of man in the past, contemporary men can find aid and/or direction for discovering their own individual rationale for action in the present and, therefore, may direct more effort toward the advancement of the human condition.

SUMMARY OF METHODOLOGY

The instructors felt that it was necessary for the students to become directly involved in this personal approach to studying man. To accomplish this end, the students had to become both emotionally and intellectually involved in some activity which was important to them--important to them, not because the instructor said it was important, but because it concerned an immediate problem of their world.

Such an immediate problem was the one of drugs. The instructors began the unit by showing two modern films on drugs. One of the films was an objective film which presented the problem of drugs and their affects on the human body; the second was a subjective film which presented the problem of drugs through interviews with drug addicts. After each film, students were encouraged to discuss how they felt about what they had seen. There was no problem in getting the discussion started. Emotion was strong, the pitch was high. A general understanding of the

discussion resulted when the students realized that each of them had discussed and explained their own attitudes about the rights of individuals and the rights of others, the religious implications involved in drug abuse, and the question of legal responsibilities. In effect, they were actually talking about the humanities questions: What is my relationship to myself? to my fellow man? to God? to the State?

This led logically into discussion about the value of using the humanities approach to learning about man. To increase their understanding of the humanities questions, the students read excerpts of literature and viewed representative slides from various periods of history. They became aware of the ideas about the humanities which were recorded in the literature and the slides and began to speculate about the action which would follow if these ideas were put into practice. Much of the discussion had to center around the implications of the word "relationship" wsed in each of the humanities questions. Duty, responsibility, connection, etc., were some of the useful meanings at which they arrived.

After establishing that this was a possible approach to looking at all things from the past, the class began a study of early man. The students learned to understand the activities of man in terms of the elements of civilization and in terms of man's political, economic, and religious activities. From the archeological evidence which remains, students were able to speculate about early man's relationships. From this experience, the students established the humanities approach as a useful way of looking at man.

OBJECTIVES

1. To gain a feeling of security about the World Civilization course

by having an opportunity to identify with at least one instructor.

2. To become involved in the study of World Civilization by actively participating in group discussions.

3. To show involvement in World Civilization by talking to parents and/or friends about the course and by reading unassigned material which relates to the course.

4. To be able to indicate an understanding of the humanities approach to learning by:
   a. participating with understanding in class discussion;
   b. explaining in sentences the vocabulary words used in discussing the humanities and interpreting in clear and concise sentences one quotation as a response to the humanities questions.

5. To be able to apply the humanities questions to material other than that presented in the classroom by bringing to class poems, cartoons, etc. that can be interpreted in light of the humanities questions.

6. To write clear and concise sentences with attention to word choice, punctuation, parallel structure, and agreement.

7. To ask clear, concise, and significant questions both orally and in writing with attention to word choice, punctuation, parallel structure, and agreement.

8. To be able to apply the humanities approach to the study of early man by participating, with understanding, in class discussion.

9. To indicate an understanding that early man was concerned with his relationship to self by writing complete sentences which explain the reaction of Ur, a character in <u>The Source</u>, to the distortion of his reflected image.

10. To be able to answer multiple choice questions which test a knowledge of early history and early man.

11. To show an understanding of the development of man in terms of the four elements of civilization by listing two pieces of evidence and, in sentence answers, explaining how each piece is an indication of the development of one of the four elements.

12. To be able to identify those activities of early men which can be categorized as political, economic, and religious by writing sentences describing how early man engaged in each of these activities.

13. To indicate knowledge of the vocabulary terms used in the unit by writing concise sentences which clearly define the terms.

14. To indicate recognition of the fact that historical dating is problematic by responding with a sentence answer to a specific question directed to elicit this recognition.

15. To be able to demonstrate knowledge of the periodization of history by locating given information on a time line and by answering specific questions.

16. To be able to show an understanding of the problems and tasks facing the historian, and to know some of the tools and sciences he uses, by responding with sentences and short answers to specific questions on the subject.

17. To indicate an understanding of the problems and methods of the archaeologist by participating in and reporting the results of an archaeological dig at a Fairfax County land fill.

18. To show an understanding of how the artifacts of a people reveal much about their civilization by interpreting in sentences a twentieth century artifact which the student discovered in the archaeological dig at the land fill.

BLOCK PLAN: INTRODUCTION TO THE HUMANITIES AND EARLY MAN

Day	Period 1	Period 2
1	AB-104-106-KS CD-200-202-CM General Orientation	1. Introduction 2. Explanation of Block Plan 3. Explanation of Journals 4. Issuing of tests 5. Miscellaneous
2	Groups ABCD: Same as day 1 General Orientation continued	
3	ABCD-Auditorium-KMCSW Film on current topic: LSD: Insight or Insanity	1-104-W 3-202-C 5-201-K 2-200-M 4-106-S Formulate questions about film Discuss quality of questions Assignment: Formulate five better questions. Due day 4.
4	Groups 1-5: Same as above, per. 2 Discuss quality of questions Discuss answering questions with effective sentences	ABCD-Auditorium-WCSMK Film on current topic: Hooked Assignment: Write three subjective questions which call for personal reactions. Due day 5.
5	Groups 1-5: Same as above Discuss effective questions and clear concise answers Assignment: Long range reading assignment of any approved non-fiction book about prehistoric times, Ancient Near East, archaeology, anthropology.	Groups 1-5: Same as per. 1 Discuss reasons for various personal reactions: known facts, assumed facts, personal opinion Introduction to the humanities questions Assignment: White, "Mother in Manville" by Rawlings. Due day 6.
6	Groups 1-5: Same as above Discuss the self in terms of "Mother in Manville" Discuss dittoed readings: The Self (see Appendix)	Groups 1-5: Same as above Discuss dittoed readings of all the humanities questions: self, others, God, and state Assignment: Magoffin, pp. xi-xvii. Due day 11.
7	Groups 1-5: Same as above Continue discussion of humanities questions and showing of appropriate slides Assignment: Bring in selections, works of art, cartoon, poems, etc., which deal with the humanities questions. Due day 8.	AB-104-106-W Lecture: The Elements of Civilization CD-200-202-K Lecture: Periodization of History

Day	Period 1	Period 2
8	Groups 1-5: Same as above Discuss art, cartoons, poems, etc. Assignment: Select 1 passage from humanities dittos which has not been discussed in class and briefly interpret it. Due day 9	AB-200-202-K Lecture: Periodization of History CD-104-106-W Lecture: The Elements of Civilization Assignment: Formulate five good questions based on the lectures and answer with good sentences. Due day 9.
9	Groups 1-5: Same as above Discuss lectures and homework sentences	Groups 1-5: Same as period 1 Quiz: vocabulary, the humanities questions
10	ABCD-Langley Hall-KMCWS Film: The Humanities: What are They? What do they do?	Groups 1-5: Same as above Discuss movie Assignment: Magoffin, pp. 1-27. Answer study questions in good sentences. Vocabulary list. Due days 12-13. Bring Magoffin to class. Preview taking notes.
11	Groups 1-5: Same as per 2, day 10 Discuss Magoffin, pp. xi-xvii: periodization, elements of civilization, records of the past, geography	Groups 1-5: Same as per 1 Bring non-fiction book to class. Be prepared to tell about the author, the area and time period discussed, the purpose of the author, his method of presenting the subject, relationship to the humanities questions, and the reason you chose the book. Think about what you say so that your remarks will be organized and interesting. It is understood that you may not have finished the book by this time.
12	Groups 1-5: Same as above	Continue period 1
	Discuss pre-history, Magoffin, pp. 1-17, study questions 1-3 (see Appendix); economic, political, religious activities In the two periods, we will discuss pre-history and view artifacts related to archaeological studies. If any of you possess artifacts, please share them	
13	Groups 1-5: Same as above Discuss pre-history, Magoffin, pp. 17-25; study questions 4-8: economic, political, religious activities	ABCD-Auditorium-S Film: Lascaux Cave Discussion of film: I,II-104-S III,IV-200-M V,VI-106-W

Day	Period 1	Period 2
14	ABCD-Auditorium Lecture: Archaeology Guest Lecturer: Mr. Eugene Worman Take notes and ask questions	Continue period 1
15	Groups 1-5: Same as per 1, day 13 Discuss archaeology lecture, check notes and discuss note-taking techniques	Groups 1-5: Same as per 1 Return humanities quiz Writing lesson based on test: sentence structure and mechanics
16	Groups 1-5: Same as above Continue writing lesson	Groups 1-5: Same as above Readings from The Source, "The Bee-Eaters" Discuss prehistoric man, the elements of civilization, the humanities questions, and the economic political, and religious activities of man
17	Groups 1-5: Same as above Continue readings and discussion of The Source Vocabulary work	Groups 1-5: Same as above Read and discuss in class Fenton, #1, "The Importance of the Neolithic Revolution" and introduction, pp. 1-14
18	Groups 1-5: Same as above Discuss Fenton, #1	Groups 1-5: Same as above Vocabulary quiz: fill in the blanks and construct precise sentences Check journals in class
19	Groups 1-5: Same as above	Continue period 1 Organize groups into teams and assign duties to be carried out to get ready for the field trip (Shortened periods are expected today.)
20	Field trip to Fairfax County land fill (solid waste dump which has not been used for five years) We will leave school at 9:30 A.M. and return by 2:30 P.M. Be sure to take care of any work you may miss in other classes. BRING YOUR PERMISSION SLIPS	
21	Groups 1-5: Same as above Teams will sort artifacts and label items to be used in the exhibits which will be displayed day 23	ABCD-Auditorium-W Slide lecture on Stonehenge

Day	Period 1	Period 2
22	Groups 1-5: Same as above Review for the test on the humanities and early man Bring all your notes and ask any questions you have concerning any material covered	Groups 1-5: Same as per 1 Test Hand out book review forms. Due day 26.
23	AB-104-106-MC CD-200-202-SK Standardized reading test Journal check	Groups 1-5: Same as above except Miss Kennedy's group will use 104 Set up exhibits. Get a pass which will allow you to circulate to see all exhibits during lunch and co/rec period

METHODOLOGY: INTRODUCTION TO THE HUMANITIES AND EARLY MAN

Day 1

General orientation

We began with an introduction of the team members and a brief explanation of the course. We continued the orientation discussing Block Plans, the logistics of the course, grouping assignments, guides to written work, explanation of journals. We also began issuing textbooks.

Day 2

Continue general orientation

We continued the explanations and distributed the remaining texts.

Day 3

Film: LSD: Insight or Insanity

This film explained the ever present possibility of a bad "trip." Long range effects of the drug were explained. The individual problems which arise from the use of the drug were pointed out. The film proports to be objective although the use of color, background music, and film techniques was aimed at subjective reactions.

Small group discussion of the film

Students discussed the film briefly; personal opinions about the subject were encouraged. They wrote three questions and discussed: Does the question really say what you meant to ask? Does it demand a specific answer or just a yes or no? How could the question be phrased to more accurately reflect your thoughts and to demand a full, specific answer.

Day 4

Small groups continue discussion of quality of questions

Students wrote five new questions for homework and these questions were critically analyzed. Students also discussed effective answers, clear concise sentences.

Film: Hooked

This movie presented personal interviews with drug addicts. They discussed how they had become addicted and the many problems they faced. This film is basically subjective. The students were assigned to write three clear, precise questions based on the movie.

Day 5

Small groups continue discussion of questions

Discussion was initiated by the questions students prepared for homework. Students were interested in the subject of drugs and thus were motivated to make their questions and their answers meaningful. The transition from content of questions and answers to word choice

punctuation, etc. in sentences was easily made because the students understood that these were the tools they needed for clear, precise communication.

Small groups continue

Students discussed their reactions to the two drug films. Some reactions were clearly based on known facts, some on assumed facts, some on personal opinion--one film was obviously more factual and less emotional than the other and students were quick to point this out.

Reading assignment

See Appendix, Unit I.

Day 6

Small groups discuss humanities questions

In discussing the movies, the students talked about why they would or would not experiment with drugs, what they would do if offered drugs by a friend, the legality of taking drugs, etc. Obviously, they were talking in terms of their relationship to self, fellow man, and state. Some gave religious reasons for their commitment not to experiment. The transition from the current problem of drug use to a discussion of the humanities questions was thus smooth and logical.

Discuss theme of "The Self" in "Mother in Manville" and in dittoed readings for humanities questions

We spent several periods in clarification of the terminology of the humanities questions. Even though people may think in these categories, they seldom label their thoughts in these terms. Dittoed readings (see Appendix, Unit I) and selections from Understanding Literature were discussed to show the relationships of others to the humanities categories. Particular attention was given to "relationship to self" because this relationship seems to be the hardest to define. Students spent necessary time in defining "relationship." What does it mean to ask, "What is my relationship to myself?" "Connection," "duty," "responsibility" were some of the synonyms for "relationship" which the students found helpful for an understanding of the question.

Day 7

Continue discussion of the humanities questions

Further clarification was attempted by using slides from the Family of Man to discover the relationship of other men to self, fellow man, God, and state.

Lecture: Elements of Civilization

The lecture, based on the introduction to Magoffin, tried to give some definitions of the word "civilization." When is man civilized? We accepted the anthropologists' idea that man must control nature, communicate, cooperate, and carry on spiritual and intellectual

activity to be civilized. It was pointed out that these categories are still applicable to all of man's activity.

Lecture: Periodization of History

The lecture discussed the four basic periods of history--prehistory, ancient, medieval and modern. "Preliterate" was suggested as a more meaningful designation than "pre-history." Particular attention was given to the impossibility of assigning exact dates to periods of history. For example the modern period could be logically defended as beginning in 1492 with the discovery of the new world or in the 18th century with the English factory system of in 18th century France with the philosophic ideas about the rights of men, etc. Students were encouraged to view these four basic classifications as divisions of history rather than arbitrary periods. Attention was given to specific vocabulary used in periodization: millenium, decade, etc. The use of the terms B.C., B.C.E., A.D., and C.E. was explained.

Day 8

Discuss art, cartoons, poems, etc.

Students had been asked to bring in poems, cartoons, pictures, e etc. which reflected one of the humanities questions or one of the humanities relationships. As these were discussed, students gained further clarification of the terminology. Point of discussion: all men in all times have had to ask and answer these four basic questions--What is my relationship to self? What is my relationship to my fellow man? What is my relationship to God? What is my relationship to state? By studying the remains of man in the past, we can speculate about his answers and discover new insights into our own answers. The motivation for a two year study of world civilization is thus established; the student realizes that man in the past has had to resolve the same general problems which he faces in the present.

Lecture: Periodization of History

See day 7.

Lecture: Elements of Civilization

See day 7.

Day 9

Discussion of lectures and work on questions and answers from homework assignment

Continued work on the mechanics of precise expression: agreement, dangling modifiers, lack of, or faulty parallellism, reference of pronouns, errors in word choice, etc. Discussion of content of questions served as a review of the main points of the lectures.

Quiz

This quiz was designed to test understanding of the humanities questions and vocabulary.

Day 10

Film: The Humanities: What are They? What do They do?

Clifton Faddiman discusses the four humanities questions that all men have asked. This film literally reviews all that we had tried to communicate to students about the humanities and the humanities questions. Without personal identification with the subject matter, however, the film would be difficult for ninth grade students to understand.

Small group discussions of the film

Discussion again centered around the humanities questions. Students seemed to have a solid foundation in the terminology which weaves the two year course together.

Day 11

Discuss Magoffin and lectures

We continued discussion of periodization and the four elements of civilization. We explained that control over nature, communication, cooperation, and spiritual and intellectual activity were to be one of the basic methods of organizing data to determine the extent of progress toward civilization.

Non-fiction oral reports

Students brought their outside reading to class. A brief oral presentation centered around the following: author, time period and area discussed, the purpose of the author, the method of presenting the subject matter, relationship to the humanities questions. The purpose of these reports was to check reading and to provide an opportunity to discuss the evaluation of non-fiction sources (see Appendix, Unit I).

Day 12

Discussion of Magoffin and study questions on political, economic, and religious activities

Discussion centered on students' answers to study questions (see Appendix, Unit I). Questions were designed to help students to read carefully, to develop further understanding of the elements of civilization and the political, economic, and religious activities of man, to understand the possible effects of geography on man, and to write good sentences.

Viewing artifacts

A small library science room was arranged with several tables of artifacts. American Indian arrowheads, neolithic stone tools, bones, pottery sherds, civil war bullets, can openers, candle snuffers, etc. were chosen. Students came into the room in small groups so that they could handle individual items easily and discuss what each might be. The more modern items were chosen so students could speculate about the artifacts which might be discovered from the present period of time by later archaeologists. The point was easily made

that a few pieces of evidence can lead to misinterpretations about a civilization. Groups rotated through this room. While they waited their turn to view the artifacts, they discussed the material in Magoffin.

Day 13

Discuss pre-history, Magoffin, study questions

The groups continued discussion of text material and homework sentences with attention given to note taking, surveying a chapter before beginning to read, etc.

Film: Lascaux Cave

This film was introduced as evidence of the spiritual and intellectual activity of early man. Following the film, we met in three groups. Instructors asked students questions to stimulate speculation about the reason why Paleolithic man would paint figures on cave walls. Instructors then explained several of the current theories propounded by archaeologists: e.g. shamanic incantation; depiction of hunting incidents; imaginative decoration controlled by natural relief; votive offerings; propitiation magic, etc. As some of these had been mentioned by students, they were pleased with their speculations.

Day 14

Lecture: Archaeology

A guest lecturer spoke on the science of archaeology. He brought many artifacts (some of which were used in our artifact display) and explained what an archaeologist does, what tools he must use, what knowledge he must have. He mentioned goelogy, biology, physics, chemistry, and anthropology as a few of the sciences which contribute to the interpretation of artifacts.

Day 15

Small group discussion of archaeology lecture

Instructors reviewed the main points of the lecture. They also checked student notebooks to reinforce note taking techniques.

Return humanities quiz

Quizzes were returned and discussed. Using examples taken from quizzes, sentence structure and writing mechanics were reviewed. Overhead projectors were used for illustration.

Day 16

Small groups continue work with writing of sentences and correcting quiz errors

This work session laid the groundwork for successfully fulfilling requirements of future tests and provided additional writing instruction.

Readings from The Source

Instructors read aloud to small groups. Excerpts from James Michener's The Source were used to bring neolithic man alive. The section titles "The Bee Eaters" provides an excellent basis for discussion of pre-historic man's political, economic, and religious activity.

Day 17

Continue The Source and work on vocabulary

Discussion continued and centered around the elements of civilization and early man's answers to the humanities questions as seen in "The Bee Eaters." We worked on vocabulary as necessary.

Read and discuss Fenton, Introduction and Problem 1, "The Importance of the Neolithic Revolution"

In the introduction, Fenton stresses the enormous responsibility historians accept when they select, interpret, and present evidence; he also stresses the responsibility of the student of history to evaluate support for conclusions reached by all interpreters of past events. We reiterated the need for this kind of evaluation in students' non-fiction book reports.

"The Neolithic Revolution," the escape from nomadism made possible by the domestication of animals, was discussed in terms of the kinds of evidence used to support conclusions arrived at in the essay.

Day 18

Continue discussion of Fenton

See day 17.

Vocabulary quiz

The quiz included the use of words which are necessary for discussion of the humanities questions in clear precise sentences and the use of new words to fill in blanks.

Day 19

Organize for field trip

Each instructor organized his group into teams of five or six. These teams elected captains and assigned responsibility for bringing shovels, trowels, brushes, etc. and determined which member would take notes, do the triangulation, prepare grids, etc.

Day 20

Field trip

The buses left the school at 9:30 A.M. Students wore their work clothes and carried bag lunches. Upon arrival at the site, teams were assigned general areas in which to select a "dig." The groups worked until noon when they gathered at the police officers' training center now located at the land fill to clean up for lunch. After lunch the teams went back to work.

At 2:00 the teams filled in the "dig" and gathered the artifacts their efforts had brought to light. These included a rather smelly group of treasurers: old door knobs, tires, batteries, tennis shoes, glass and pieces of newspapers, etc. These items were stored in the classrooms until the following day.

Day 21

Teams prepare artifacts for exhibit

Each team selected the most significant artifacts; they labeled and planned their interpretation of the facts which could be determined about the society which had produced them.

Slide Lecture: Stonehenge

The instructor who gave the lecture had been to this important archaeological site and had taken many slides. The main points made were as follows: various theories about the origin and purpose of Stonehenge; how the construction of Stonehenge indicates progress and intellectual activity; speculation about the political, economic, and cultural activity which must have been necessary to produce this amazing structure.

Day 22

Review for test on humanities and early man

Review was conducted in small groups. Questions were answered. Review of the kind of activity included in political, economic, and religious activity was emphasized. For example, students do not always realize that producing and distributing goods are part of economic activity.

Test

See evaluation.

Book review forms were handed out. These required the student to indicate the author, title, and purpose (according to the preface, introduction, etc.) and required a paragraph which related their reading to one of the humanities questions. This kind of report required rather sophisticated manipulation of facts. Students were helped to determine how their book could be related if they experienced difficulty.

Day 23

Standardized reading test

This test was given to all 9th grade students. M. C. instructors will use the results to determine whether reading problems exist in this group. (The results have not yet been made available to us.)

Journal check

While two instructors administered the reading test, the others checked student journals which are used to provide opportunity for creative writing, practice in all kinds of written expression, and a

regular opportunity to say what the student wants to say. Generally speaking, we use the method described in Hooked on Books and in The English Journal, vol. 56, number 2, February, 1967.

EVALUATION OF THE UNIT: INTRODUCTION TO THE HUMANITIES AND EARLY MAN

OBJECTIVE ONE

To gain a feeling of security about the World Civilization course by having an opportunity to identify with at least one instructor.

RESULT

We neither determined a method of objective evaluation, nor arrived at a method of meaningful subjective evaluation.

There is one incident that may not be representative. A group returned to their original instructor for the first time in several weeks. As they entered in a mass, one girl shouted, "We're home!" This suggests that at least one World Civilization student had gained a feeling of security by identifying with at least one instructor.

OBJECTIVE TWO

To become involved in the study of World Civilization by actively participating in group discussions. The students will be subjectively evaluated by the instructor to whom they were assigned for the Early Man Unit. The students will be graded on a basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

64 students achieved ✓+
62 " " ✓
22 students achieved ✓-
4 " " 0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

83% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE THREE

To show involvement in World Civilization by talking to parents and/or friends about the course and by reading unassigned material which relates to the course.

A questionnaire containing six questions was passed out to parents and students. The responses indicated that over 80% of the students felt average or above average involvement.

OBJECTIVE FOUR A

To be able to indicate an understanding of the humanities approach to learning by participating with understanding in class discussion. Students will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

67 students achieved ✓+
63 " " ✓
22 students achieved ✓-
0 " " 0

SUCCESS CRITERIA

90% of the students should achieve a grade of ✓ or better.

RESULT

86% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE FOUR B

To be able to indicate an understanding of the humanities approach to learning by explaining in sentences the vocabulary words used in discussing the humanities and interpreting in clear and concise sentences one quotation as a response to the humanities questions.

TEST A

STUDENT PERFORMANCE

23	students	achieved	A	22	students	achieved	D
56	"	"	B	1	"	"	F
50	"	"	C				

SUCCESS CRITERIA

50% of the students should achieve a grade of B or better based on instructor's subjective evaluation.

RESULT

52% of the students achieved a grade of B or better.

OBJECTIVE FIVE

To be able to apply the humanities questions to material other than that presented in the classroom by bringing to class poems, cartoons, etc. that can be interpreted in light of the humanities questions. Students will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓− (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

53	students	achieved	✓+	10	students	achieved	✓−
86	"	"	✓	3	"	"	0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

91% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE SIX

To write clear and concise sentences with attention to word choice, punctuation, parallel structure, and agreement.

TEST B: TEST QUESTION II (fifteen possible points)

STUDENT PERFORMANCE

51	students	achieved	15	points	10	students	achieved	11	points
31	"	"	14	"	3	"	"	10	"
40	"	"	13	"	6	"	"	9-6	"
10	"	"	12	"	1	"	"	below 6	"

SUCCESS CRITERIA

60% of the students should achieve 70% correct answers.

RESULT

95% of the students achieved 70% (10 points) correct answers.

TEST B: TEST QUESTION III (ten possible points)

STUDENT PERFORMANCE

94	students	achieved	10	points	1	students achieved	4 points
16	"	"	9	"	0	" "	3 "
9	"	"	8	"	1	" "	2 "
12	"	"	7	"	0	" "	1 "
3	"	"	6	"	7	" "	0 "
9	"	"	5	"			

SUCCESS CRITERIA

85% of the students should achieve 70% correct answers.

RESULT

86% of the students achieved 70% (7 points) correct answers.

TEST B: TEST QUESTION V;4 (fourteen possible points)

STUDENT PERFORMANCE

42	students	achieved	14	points	12	students achieved	9 points
24	"	"	13	"	8	" "	8 "
21	"	"	12	"	13	" "	7-4 "
14	"	"	11	"	6	" "	below 4 "
12	"	"	10	"			

SUCCESS CRITERIA

70% of the students should achieve 70% correct answers.

RESULT

74% of the students achieved 70% (10 points) correct answers.

OBJECTIVE SEVEN

To ask clear, concise, and significant questions both orally and in writing with attention to word choice, punctuation parallel structure, and agreement.

RESULT

This objective was carried out, but the evaluation data was inconclusive.

OBJECTIVE EIGHT

To be able to apply the humanities approach to the study of early man by participating, with understanding, in class discussion. The students will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓− (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

86 students achieved ✓+ 10 students achieved ✓-
48 " " ✓ 8 " " 0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

88% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE NINE

To indicate an understanding that early man was concerned with his relationship to self by writing complete sentences which explain the reaction of Ur, a character in The Source, to the distortion of his reflected image.

TEST B: TEST QUESTION III (ten possible points)

See evaluation, Objective Six.

OBJECTIVE TEN

To be able to answer multiple choice questions which test a knowledge of early history and early man

TEST B: TEST QUESTION I; 1, 2, 3, 5 (twenty possible points)

STUDENT PERFORMANCE

75 students achieved 20 points 1 student achieved 5 points
57 " " 15 " 0 " " 0 "
19 " " 10 "

SUCCESS CRITERIA

80% of the students should achieve 76% correct answers.

RESULT

86% of the students achieved 76% (15 points) correct answers.

OBJECTIVE ELEVEN

To show an understanding of the development of man in terms of the four elements of civilization by listing two pieces of evidence and, in sentence answers, explaining how each piece is an indication of the development of one of the four elements.

TEST B: TEST QUESTION V; 4 (fourteen possible points)

See evaluation, Objective Six.

OBJECTIVE TWELVE

To be able to identify those activities of early man which can be categorized as political, economic, and religious by writing one sentence describing how early man engaged in each of these activities.

TEST B: TEST QUESTION II (fifteen possible points)

See evaluation, Objective Six.

OBJECTIVE THIRTEEN

To indicate knowledge of vocabulary terms used in the unit by writing concise sentences which clearly define the terms.

TEST C (one hundred possible points)

STUDENT PERFORMANCE

51	students	achieved	A	12	students	achieved	D
57	"	"	B	2	"	"	F
27	"	"	C				

SUCCESS CRITERIA

55% of the students should achieve a grade of B or better based on instructors' subjective evaluation.

RESULT

72% of the students achieved a grade of B or better.

OBJECTIVE FOURTEEN

To indicate recognition of the fact that historical dating is problematic by responding with a sentence answer to a specific question directed to elicit this recognition.

TEST B: TEST QUESTION V; 3 (five possible points)

STUDENT PERFORMANCE

87	students	achieved	5 points	11	students	achieved	2 points
23	"	"	4 "	5	"	"	1 "
15	"	"	3 "	11	"	"	0 "

SUCCESS CRITERIA

70% of the students should achieve 80% correct answers.

RESULT

72% of the students achieved 80% (4 points) correct answers.

OBJECTIVE FIFTEEN

To be able to demonstrate knowledge of the periodization of history by locating given information on a time line and by answering specific questions.

TEST B: TEST QUESTION IV (ten possible points)

STUDENT PERFORMANCE

27	students	achieved	10 points	9	students	achieved	5 points
17	"	"	9 "	3	"	"	4 "
34	"	"	8 "	11	"	"	3 "
32	"	"	7 "	no students achieved below 3 points			
19	"	"	6 "				

SUCCESS CRITERIA

90% of the students should achieve 80% correct answers.

RESULT

51% of the students achieved 80% (8 points) correct answers. The wording of the questions was confusing and therefore the data from it has little significance.

OBJECTIVE SIXTEEN

To be able to show an understanding of the problems and tasks facing the historian, and to know some of the tools and sciences he uses, by responding with sentences and short answers to specific questions on the subject.

TEST B: TEST QUESTION V; 1 and 2 (eleven possible points)

STUDENT PERFORMANCE

112	students	achieved	11	points	3	students achieved	7 points
15	"	"	10	"	3	" "	6 "
13	"	"	9	"	no students achieved below 6 points		
6	"	"	8	"			

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

92% of the students achieved 80% (9 points) correct answers.

OBJECTIVE SEVENTEEN

To indicate an understanding of the problems and methods of the archaeologist by participating in and reporting the results of an archaeological dig at a Fairfax County land fill. Students will be evaluated on the basis of the instructors' subjective evaluation.

STUDENT PERFORMANCE

125	students	achieved	A	5	students achieved C
22	"	"	B	no students achieved below C	

SUCCESS CRITERIA

80% of the students should achieve an A.

RESULT

82% of the students achieved an A.

OBJECTIVE EIGHTEEN

To show an understanding of how the artifacts of a people reveal much about their civilization by interpreting in sentences a 20th century artifact which the student discovered in the archaeological dig at the land fill.

TEST B: TEST QUESTION V; 5 (ten possible points)

STUDENT PERFORMANCE

78	students	achieved	10	points	3	students	achieved	4	points
13	"	"	9	"	1	"	"	3	"
18	"	"	8	"	1	"	"	2	"
13	"	"	7	"	2	"	"	1	"
3	"	"	6	"	5	"	"	0	"
15	"	"	5	"					

SUCCESS CRITERIA

70% of the students should achieve 66% correct answers.

RESULT

82% of the students achieved 66% (6 points) correct answers.

BIBLIOGRAPHY: INTRODUCTION TO THE HUMANITIES AND EARLY MAN

I. TEXTBOOKS

A. Fenton, Edwin, 32 Problems in World History: Source Readings and Interpretations. Glenview, Illinois: Scott, Foresman and Company, 1964.

A good supplement to any history text, this book is a selection of both primary and secondary sources. Fenton has chosen selections not only to stimulate class discussion but also "to acquaint high school students with the nature of history as an academic discipline and with the writing of history as an art." Each section is preceded by an introduction and a few study questions.
Problem 1: "The Importance of the Neolithic Revolution"

B. Magoffin, Ralph V. D., and Frederic Duncalf, Ancient and Medieval History: The Rise of Classical Culture and the Development of Medieval Civilization. Morristown, New Jersey: Silver Burdett Company, 1959, pp. xi-27.

This general history book is an old standard which chronologically traces man's development from its beginnings to the European settlement of the Western Hemisphers. It briefly discusses the culture of people, but its primary focus is on factual history. The reading level is good for the above average ninth grader; however, it is somewhat dull.

C. White, Elizabeth, and Joan Wofford, Understanding Literature. New Haven: Ginn and Company, 1967. (See Appendix, Unit I for selections used.)

A good text for intelligent high school freshmen. The authors have chosen and arranged selections imaginatively and do not patronize either the student or instructor.

II. AUDIO-VISUAL MATERIAL

A. Films

1. Hooked 16 mm film optical sound
color 20 mins.

A group of young, former drug addicts, through interviews and group discussions, describes the experience of drug addiction.

producer: Churchill Films

distributor: Churchill Films

1965

2. Lascaux, Cradle of Man's Art 16 mm film optical sound
color 17 mins.

This film photographs the paintings by pre-historic man in the Lascaux Cave in southern France, first discovered in 1940. It also shows some of the important sites in

the neighborhood and tells briefly something of pre-historic man.

producer: William Chapman

distributor: International Film Bureau

1950

3. LSD: Insight or Insanity 16 mm film optical sound color 18 mins.

This film documents the dangers in unsupervised, capricious use of LSD and explains what medical sciences know of its physiologic and psychologic actions. It also discusses some of the erroneous claims made for the use of LSD.

producer: medi cine

distributor: Bailey

1967

4. The Humanities, Lesson I, What They Are and What They Do 16 mm film optical sound color 30 mins.

Clifton Fadiman introduces the humanities, emphasizing that they are man's ideas and feelings about life, recorded in different ways. He uses examples of literature, photography and music to show the relevance of the humanities to the individual. He organizes his material around four basic questions: What is my relationship to myself? to my fellowmen? to God? to the state?

producer: Encyclopedia Britannica Films

distributor: Encyclopedia Britannica Educational Corp.

1959

B. Slides

1. We used personal slides of Stonehenge taken by a team member. However, we have found the Fairfax County Media Center most helpful in making slides for us from plates of photographs in books.

2. We used various slides to illustrate humanities relationships.

3. We used slides taken from Steichen, Edward, The Family of Man. New York: Maco Magazine Corporation, 1955.

III. ADDITIONAL MATERIAL

A. Boyd, Malcolm, Are You Running With Me, Jesus? New York: Avon Books, 1965.

A personal, direct, and contemporary expression of Boyd's devotion to and love for God and his fellowman. "This book destroys the conventional distance between prayer and 'ordinary life.'"

B. Brown, Brian, The Wisdom of the Egyptians. New York: Brantanos, 1923.

Brown has collected Egyptian letters, poetry, and inscriptions from The Book of the Dead.

C. Gaer, Joseph, The Wisdom of the Living Religions. New York: Dodd, Mead and Company, 1963. (See Appendix, Unit I for selections used.)

This is a selection of the characteristic "sayings" of the major living religions.

D. Grane, David, and Richmond Lattimore, Sophocles, The Complete Greek Tragedies. Vol. II, Chicago: The University of Chicago Press, 1942. (See Appendix, Unit I for selections used.)

This series contains the best translations of the Greek plays. Without sacrificing accuracy of meaning, the translators retain the flow and rhythm of the original Greek.

E. Michener, James A., The Source. New York: Random House, 1965.

This novel gives an excellent "feel" for the history of man even though the focus is on a history of the Jews. Using the device of a fictional archaeological dig at a tell in Israel, Michener recreates the history of man from his cave beginnings through the partition of Palestine and the creation of Israel. Although some of the book is purely speculative, most is based on careful study of artifacts and of primary and secondary sources.

F. Newall, R. S., Stonehenge. London: Her Majesty's Stationery Office, 1959.

This brief volume explains the newest information about Stonehenge.

G. Warnock, Robert, and George K. Anderson, The World in Literature. Chicago: Scott Foresman and Company, 1959. (See Appendix, Unit I for selections used.)

One of the few anthologies of world literature which is really useful. The introductory sections for each chapter are particularly helpful; moreover, the content does not cover only the most obvious selections.

H. Yutang, Lin, (trans.), The Wisdom of China and India. New York: Modern Library, 1942. (See Appendix, Unit I for selections used.)

This book contains comprehensive selections with Mr. Yutang's introductions and notes. The passages are grouped under useful subject matter headings.

APPENDIX: INTRODUCTION TO THE HUMANITIES AND EARLY MAN

STUDY QUESTIONS: MAGOFFIN, CHAPTER 1

1. Using Unit I and Chapter 1 as evidence, briefly describe the format of Magoffin.
2. Write one sentence each about Neanderthal, Cro-Magnon and Neolithic man. In the sentence describe one development made by each man that you think shows increasing progress and development. Then write a second sentence explaining why you think that particular development is so important to the progress of civilization.
3. How much history do you know? Try to locate two statements about early man that are no longer considered to be true because of new evidence found since Magoffin was published in 1959.
4. Write one sentence that illustrates how Neolithic man cooperated in his economic life. Write one sentence which illustrates co-operation in political activity and one sentence which illustrates religious cooperation.

   BOOK CLOSED AND CHAPTER COMPLETED

5. Using the general information in Chapter 1 on the economic activities of early man, make a list of as many factors that you can think of that determine a people's economy. It may be helpful to think about the various types of economies in the various cities and regions of the U. S.
6. List as many geographical features and conditions that determined the life and the development of pre-historic man as you can recall. Think how geographic features affect man in the 20th century.
7. In a sentence, or possibly two, summarize the chapter.
8. Write one question that you think is very important to ask about early man. (Maybe a sentence that would be a good test question.)

Vocabulary -- words used in Magoffin

<u>Foreword</u>

archeology
spiritual
intellectual
revolution
conservatism
civilization
environment
theme
migrated
specialization
isolated
Caucasoid
Mongoloid
Negroid
race

<u>Chapter 1</u>

prehistoric
fossilized
Paleolithic Age
Neolithic Age
Copper Age
anthropology
geology
Carbon-14
eoliths
domesticated
megalith
shards
economic
political
religious
rites
Neanderthal
Cro-Magnon
ingenuity

MATERIAL WHICH COULD BE USED TO GENERATE DISCUSSION OF HUMANITIES QUESTIONS

<u>Relationship to Self</u>

1. Genesis I (Ancient Hebrew)

2. "I am a Rose" by Gertrude Stein (United States, 20th century)

3. Excerpt from Oedipus Rex by Sophocles (Greece, 5th century B.C.)

> Oedipus: I will not hearkin--not to know the whole
> Break out what will, I shall not hesitate
> Low though it be, to trace the source of me.

4. Excerpt from "One Hundred Proverbs" by Mr. Tut Tut (trans. Lin Yutang) from The Wisdom of China and India (China, 17th century)

> Whenever you do a thing, act so that it will give your friends no occasion for regret and your foes no cause for joy.

5. "Sixteen" by Carolyn Cahalan in White and Wafford, Understanding Literature (United States, 20th century)

6. "Limited" by Carl Sandburg from White and Wafford, Understanding Literature (United States, 20th century)

7. "The Wayfarer" by Stephen Crane from White and Wafford, Understanding Literature (United States, 19th century)

8. "The Soul Selects Her Own Society" by Emily Dickinson (United States, 19th century)

9. Excerpt from "Katha" in The Upanishads quoted in Fenton, 32 Problems (Hindu, 6th century B.C.)

> Know that the Self is the rider, and the body the chariot; that the intellect is the charioteer, and the mind the reins.

10. "The unexamined life is not worth living." Socrates (Greece, 5th century B.C.)

11. Appropriate slides from The Family of Man

Relationship to Others

1. "Piers Plowman's Protest" by William Langland (England, 14th century)

2. "The Hollow Men" by T. S. Eliot (England, 20th century)

3. From a speech by Robert F. Kennedy (United States, 20th century)

> What we need in the United States...is love wisdom and compassion toward one another, and a feeling of justice toward those who still suffer within our own country, whether they be white or black.

4. "To Fabullus" by Matrial (as trans. in Warnock, The World in Literature) (Rome, 1st century)

> Behold, how good and pleasant it is for brethern to dwell together in unity.

5. Excerpt from a letter written by Isesi quoted in The Wisdom of the Egyptians (Egypt, 4000 B.C.)

> Let thy face be bright what time thou livest. That which goeth into the storehouse must come out therefrom; the bread is to be shared. He that is grasping in entertainment shall himself have an empty belly; he that causeth strife cometh himself to

sorrow. Take not such an one for thy companion. It is man's kindly acts that are remembered of him in the years after his life.

6. Excerpt from Devotions, XVII by John Donne (England, 17th century)

   No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

7. "Mending Wall" by Robert Frost (United States, 20th century)
8. "Parting at a Wine-Shop in Nanking" by Li Po in Warnock, The World in Literature (China, 8th century)
9. "The Divan" (Odes) XLII by Hafiz (trans. in Warnock, The World in Literature) (Islam, 14th century)
10. Appropriate slides from The Family of Man

Relationship to God

1. Prayers from Are You Running With Me, Jesus? by Malcolm Boyd (United States, 20th century)
2. Psalm 23 (Ancient Hebrew)
3. The Pledge of Allegiance to the Flag (United States)
4. Excerpt from the sayings of Confucius from Warnock, The World in Literature (China, 6th century)

   Confucius said, "It is man that makes truth great, and not truth that makes man great."
   Tselu asked about the worship of the celestial and earthly spirits. Confucius said, "We don't know yet how to serve men, how can we know about serving the spirits?" "What about death?" was the next question, and Confucius said, "We don't know yet about life, how can we know about death?"

5. Excerpt from the Koran translated in The Wisdom of the Living Religions (Islam, 6th century)

Relationship to the State

1. "The Woman Named Tomorrow" from "Preludes to Playthings in the Wind" by Carl Sandburg (United States, 20th century)
2. Antigone by Sophocles (Greece, 4th century B.C.): Excerpt in which Antigone and Ismene discuss Antigone's intention of burying Polyneices in opposition to Creon's decree.
3. Politics by Aristotle, Book II (Greece, 4th century B.C.)

   Even when laws have been written down, they ought not always to remain unaltered.

4. Excerpt from The Social Contract by Jean Jaques Rousseau (France, 18th century)

Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State, "What does it matter to me?" the State may be given up for lost.

5. The Analects, Book XII by Confucius from Fenton, 32 Problems (China, 6th century)

Chi K'ang-Tzu about government, saying, Suppose I were to slay those who have the Way in order to help on those who have not the way, what would you think of it? Master K'ung replied saying, You are there to rule, not to slay. If you desire what is good, the people will at once be good. The essence of the gentleman is that of wind: the essence of small people is that of grass. And when the wind passes over the grass, it cannot choose but bend.

6. Antigone by Sophocles (Greece, 5th century B.C.)

O clear intelligence, force beyond all measure?
O fate of men, working both good and evil!
When the laws are kept, how proudly his city stands!
When the laws are broken, what of his city then?
Never may the anarchic man find rest at my hearth,
Never be it said that my thoughts are his thoughts.

7. "The Long Voyage" by Malcolm Cowley (United States, 20th century)

8. Appropriate slides from The Family of Man

SAMPLE READING LIST FOR STUDENT'S SUPPLEMENTARY WORK ON PRE-HISTORY AND THE ANCIENT NEAR EAST

I. FICTION

The Epic of Gilgamesh (Penguin paperback has best translation). one of the earliest primary epics. parallels can be found with the Bible, e.g. the flood.

Michener, James, The Source. novel. fascinating recreation of the origins and development of man in the Ancient Near East.

Waltari, Mika T., The Egyptian. novel. interesting recreation of Egyptian life.

Any of the works listed by Magoffin.

II. NON-FICTION

A. Anthropology

Ardrey, Robert, African Genesis. c. 1960, somewhat dated but fascinating.

_____, The Territorial Imperative. 1966, excellent, easy to read.

Montagu, Ashley, Man, His First Million Years. somewhat dated but easy to read.

Morris, Desmond, The Naked Ape. Morris is not a scientist but his theories are sure to stimulate thought.

B. Archeology

Ceram, C.W., Gods, Graves, and Scholars. brief accounts of the first archeologists and their discoveries.

_____, The Secret of the Hittites. more and more is being unearthed about this civilization, but Ceram's book is a good place to start learning.

Hawkes, Jacquetta, The World of the Past. two volume work containing archeologists' accounts of their own findings. Usually a step by step description.

Horizon (editors of), The Light of the Past. studies in archeology.

_____. Lost Worlds. studies of civilizations which are now being unearthed.

Woolley, C. Leonard, The Sumerians. His own account of archeological digs.

_____, Excavations at Ur. His own account of the discovery of one of the most important sites of the Ancient Near East.

C. Mythology

Campbell, Joseph, The Masks of God: Primitive Mythology. traces similarities in many mythologies. somewhat difficult.

Frazer, James G., The Golden Bough. read sections preceding Greece. difficult.

Kramer, Samuel Noah, Mythologies of the Ancient World. most authoritative study of mythologies of the Ancient Near East.

D. Approaches to History

Childe, Gordon, What Happened in History.

Muller, Herbert J., The Uses of the Past. an excellent work.

E. Egypt

Ancient Egypt. Great Ages of Man Series. well-illustrated source for general knowledge.

Breasted, James, A History of Egypt. a standard reference but very difficult and somewhat dated.

F. Ancient Near East

Cottrell, Leonard, The Anvil of Civilization. easy to read.

Cradle of Civilization, The. Great Ages of Man Series. well-illustrated source for general knowledge. easy to read.

Frankfort, Henri, The Birth of Civilization in the Near East. a standard authority.

Kramer, Samuel Noah, History Begins at Sumer. fascinating account of the origins of many patterns of western thought and many tools of Western civilization.

Pritchard, James B., The Ancient Near East. collection of the fragments of remaining literature.

G. General Works

Bibby, Geoffrey, Four Thousand Years Ago. rather elementary but useful recreation of the second millenium through focusing on individual lives, imaginative study.

Hawkes, Jacquetta, History of Mankind: Prehistory. vol. I in the United Nations Series.

TEST A

I. Define FIVE of the following. Limit yourself to ONE clearly and thoughtfully constructed sentence for each definition. Work on a separate sheet of paper and use this sheet for final sentences. (Space was provided on the test paper for the answers to both parts of this test.)

A) human
B) culture
C) relationship
D) state
E) humanities
F) relationship to God
G) relationship to others

II. "If you try to act a part beyond your powers, you not only disgrace yourself in it, but you neglect the part which you could have filled with success."

Epictetus (Greek philosopher)

1. What does Epictetus say? (Put the thought expressed in the passage into your own words. Write a complete sentence. Write only ONE sentence.)

2. Which of the humanities questions, in your opinion, is under discussion in the quotation? (Write out the question.)

3. What do you think Epictetus would have answered if you had asked him the question you have selected? (You may use more than one sentence. Be concise!)
I Think Epictetus would have said, "I think the relationship of man to _____ should be _____

4. State whether you think Epictetus is right or wrong. Give a reason WHY you think he is right or wrong. (Use complete sentences.)

NOTE: Read the entire sheet before you begin to write. Stop, think, plan! Write on this sheet only after you have planned what you want to say. Be neat.

TEST B

I. Multiple Choice

____1. The time since men have kept written records is called A) the Christian Era; B) historic time; C) Anno Domini; D) modern times.

____2. Neolithic men discovered three of the following. Which one were they NOT the first to discover? A) use of fire; B) making of

pottery utensils; C) domestication of animals; D) use of seeds and plants.

____4. The author of 32 Problems is A) Ward; B) Fairley; C) Edwards; D) Fenton.

____5. The author's purpose of including the problem on the Neolithic revolution in 32 Problems was to A) give the reader more facts about Paleolithic Man; B) show how artifacts can be interpreted to tell about man; C) emphasize the tremendous consequences which resulted from the domestication of plants and animals; D) show that Neolithic man had no control over his environment; E) B and C; F) C and D.

II. Economic, Political, Religious Activities of Early Man

Write one complete sentence describing an economic activity of early man. Write a second complete sentence describing a political activity of early man. Write a third complete sentence describing a religious activity of early man. (Space was provided for the answers to the following questions on the test paper.)

III. When Ur looked into the water and his image was momentarily distorted, he was disturbed. Why? What questions relating to his status as a man arose in his mind? Answer in complete sentences.

IV. Periodization

2,000,000 yrs. ago
100,000,000
1969 C.E.

Using the above time line

1. Draw a line dividing B.C. from A.D.
2. Locate the first millenium B.C.
3. Locate the first decade A.D.
4. _____In which century is the year 1492 A.D.?
5. _____In which century is the year 470 B.C.?

V. Writing and Interpreting History

____1. True or False. The story of prehistory will probably not change much in the next 50 years. Explain your answer in complete sentences.

2. List three sciences that the historian draws on to help him understand the prehistoric age.

3. Indicate your understanding of the problem the historian faces when trying to assign dates to the beginning or to the ending of time periods by explaining why there are several acceptable dates for the beginning of the Neolithic Age. ONE sentence answer.

4. Choose two (2) specific artifacts or places which can be used as evidence to show that early man was civilized. After listing the two pieces of evidence, write one well constructed sentence about each which explains how the artifact or place can be interpreted to support the existence of civilization. Each piece of evidence should be interpreted to show a different element.

5. Select one artifact which you, the archaeologist, have discovered. Describe, date, and interpret the artifact. What does it tell you about the people who created and discarded it?

Piece of evidence:
Description:
Interpretation (complete sentences):

TEST C

Select seven (7) words from the list below which you most clearly understand. Write one sentence using each word. The sentence should explain the definition of the word.

archeology	eoliths	specialization	shards
intellectual	economic	political	
ingenuity	environment	migrated	

WORLD CIVILIZATION I

UNIT II

THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

POINT OF VIEW

Man appeared early in the Ancient Near East. Grouping into tribes, he gradually established control over distinct areas. As he developed complex activity and thought, civilizations emerged. Natural phenomena puzzled him. He wondered why he was on the earth, how he got here, and what his purpose was in living. He developed many explanations; underlying all of them was the idea of a supernatural force which was in control of the cosmos and was directly involved in each man's daily life. Man's responses to this dominent force can be seen through the remains of the Egyptian and Hebraic civilizations.

Egyptian art and literature show the dependence of this civilization on the forces controlling nature. Life was centered around satisfying the gods. Because the pharoahs claimed to be sons of the gods, the people had to please the pharoah in order to please the gods. As the priests gained power, they created a monopoly over all god-pleasing activity. Individualism was suppressed; thought was conservative.

The Hebrews also developed a god-centered civilization. The Old Testament shows that these people came to see themselves as a select group, chosen by one particular God; therefore, they served Him and no other. Yahweh was the true God and any others were to be shunned. Believing that God had created them, the Hebrews felt that it was their

duty to obey Him. As a result of this divine purpose, they developed a distinct identity as children of God.

Many ideas of the Egyptians and the Hebrews are similar to the ideas of other civilizations of the Ancient Near East. These people borrowed and shared ideas some of which have survived into the twentieth century. Contemporary man in the West can find many of his religious, political, moral, and ethical views rooted in the explanations of these civilizations.

SUMMARY OF METHODOLOGY: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

Having established the usefulness of the humanities approach to learning in the first unit, the students were able to apply this technique to the study of the Egyptian and Hebraic civilizations. Students also needed to understand certain new concepts in order to use the various materials available to them for study.

In Unit I, Humanities and Early Man, the students had become familiar with the technique of speculating about a group of people from both the unwritten and written records. The instructors felt that this technique should be strengthened and utilized in the study of the Egyptians and the Hebrews. Therefore, some time was spent examining slides of Egypt. Students were asked to use these slides in speculating not only about the Egyptians' relationships to self, to fellow men, to god(s) and to state, but also about social, political, economic, cultural and religious activities of Egyptian civilization. Following this speculation, students examined the geography, the government, the art, the literature, and the religion of the Egyptians. Then they were shown the same slides of Egyptian art again and asked to re-evaluate their original speculations

tions about the Egyptians in light of what they had learned.

This inquiry approach was continued in the study of the Hebrews. This time the instructors selected passages from the Old Testament as source material. Students again made generalizations about the Hebrew's civilization and their relationships to self, to fellow man, to god and to state. Again, this process was followed by a survey of the geography, the history, the literature, and the religion of the Hebrews. Finally, the value of the original generalizations was debated; this general discussion focused on the Hebrews' answers to the humanities questions.

Following this, students compared the Egyptian and Hebraic civilizations and examined more carefully those elements which seemed to cause the two civilizations to develop differently. As a result, the students were able to see that the religion and the geography of the Egyptians and the Hebrews affected all aspects of their society.

finally, the concepts of borrowing and sharing among civilizations and of cultural diffusion were introduced. These concepts were first applied to the civilizations of the Egyptians and the Hebrews and then to Western Civilization. Students found many of their ideas rooted in the early civilizations of the Ancient Near East.

OBJECTIVES: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

Part I: Egypt

1. To indicate by demonstrating insight and knowledge in class discussion, an understanding of how the Egyptians might answer the four humanities questions.

   See Evaluation of Unit for success criteria.

2. To show understanding of the development of a people in terms of the four elements of civilization by writing one sentence which describes an Egyptian development in each of the four areas.

3. To indicate an understanding, in class discussion, of how Egyptian

mythology and religion reflect the thought and total outlook and of how painting, sculpture, and architecture of the Egyptians reflect their thought and total outlook.

4. To understand that all aspects of Egyptian life were affected by religion by responding in sentences to the quotation, "The Egyptians are the most religious of men."

5. To be able to write an expository paragraph using general to specific development.

6. To be able to recognize activities as either political, economic, or religious by writing the number of the category beside the statement which discusses the particular activity.

7. To be able to recognize activities as either social or cultural by writing the number of the category beside the statement which discusses the particular activity.

8. To be able to deduce generalizations about man or civilizations by:
   a. reading an unfamiliar excerpt from a primary source and then checking the logical conclusions in a list that contains valid and invalid statements;
   b. viewing an artifact (slide of an archaeological remain) and then checking the logical conclusions in a list that contains valid and invalid statements.

10. To be able to distinguish general and specific information by labeling statements from a given list as either "general" or "specific."

11. To be able to answer fill-in-the-blank statements which test a knowledge of Egyptian geography and history.

12. To indicate a knowledge of Egyptian history by listing the major time periods.

13. To show a knowledge of terms and general vocabulary words relevant to the study of Egypt by matching definitions with terms, by writing sentence definitions, and by using the words in sentences which clearly indicate an understanding of the words.

14. To demonstrate knowledge of geographic principles by creating an imaginary map which uses geographic principles in a logical fashion.

15. To illustrate knowledge of specific geographic features of Egypt by filling in an outline map of Egypt.

Part II: The Hebrews

1. To list the humanities questions evident in unfamiliar passages from the Bible, and to write two sentences explaining the answer given in the passage to the question.

2. To be able to write an expository paragraph using major-minor development.

3. To write an expository paragraph based on material from a book assigned for parallel reading, which develops one generalization about the people of the Near East.

4. To be able to deduce generalizations from written primary source material by:
   a. reading an unfamiliar passage from the Bible and indicating in complete sentences how the passage reveals the presence of the four elements of civilization;
   b. reading an unfamiliar passage from the Bible and
      1. labeling the activity described as social, political, economic, cultural, or religious,
      2. writing, in complete sentences, what the passage reveals about the activity.

5. To indicate, by participating in class discussion, an understanding of how the literature of the Hebrews reflects their thought and world view.

6. To be able to list three ideas, from those discussed in class, that are basic to Western Civilization.

7. To show an understanding of the concepts of borrowing and sharing among civilizations and cultural diffusion by:
   a. participating in class discussions which center on this topic as it relates to the Ancient Near East;
   b. participating in class discussions which center on this topic as it relates to the Hebrews and Western Civilization;
   c. reading a document of modern Western Civilization and commenting, in sentences, as to how it reflects the influence of Hebraic thought on the West.

8. To be able to relate the past to the present by:
   a. reading a document of modern Western Civilization and commenting, in sentences, as to how it reflects the influence of Hebraic thought on the West;
   b. participating in a panel, on the modern Middle East, either as a panel member or a member of the audience;
   c. answering true-false questions on the modern Middle East.

9. To be able to answer multiple choice and true-false questions which indicate a knowledge of Hebrew social, political, economic, cultural and religious history.

10. To be able to list the five divisions of the typical plot line of the short story, to list the characteristics of any drama, and to list the characteristics of lyric poetry.

11. To indicate a knowledge of specific geographic features of the Fertile Crescent by preparing a map.

12. To be able to recognize the influence of geography on the developments in the Near East by selecting items from a list of geographic conditions and matching them with a list of specific developments; to answer in sentences that use specific places and events to support the choice.

13. To be able to use the Readers' Guide to Periodical Literature, to prepare a bibliography in proper form, and to take concise and accurate notes.

BLOCK PLAN: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

Day	Period 1	Period 2
24	1-201-K 3-202-C 5-106-S 2-200-M 4-104-W Slides of Egyptian art--speculation about Egypt from evidence observed in slides (see Addendum) Discuss inductive and deductive logic	Groups 1-5: Same as period 1 Students write generalizations based on evidence from the slides Discuss distinguishing between general and specific ideas Assignment: Write one generalization about the Egyptians. Under this, list specific details which support it. Due day 25.
25	Groups 1-5: Same as above Discuss generalizations and specifics about Egypt Introduce general to specific expository paragraphs Write paragraphs in class using information on Egypt	1-106-S 3-200-M 5-104-W 2-201-K 4-202-C Using the format of Magoffin, discuss how the author makes generalizations and uses specific details for support Assignment: Magoffin, pp. 29-41. Answer study questions 1-4. Due day 26. Map of Egypt. Due day 27.
26	Groups 1-5: Same as above Discuss influence of geography on religious, economic, political development, study questions 1-4 With the same material, continue work on paragraphs using generalizations and specific detail. Return paragraphs written day 25 Assignment: Magoffin, pp. 45-59. Write question 5 of study sheet. Due day 29.	AB-104-106-SM Lecture: Egyptian Mythology CD-200-202-W Lecture: Periodization of Egyptian History Collect book reports assigned in Unit I Assignment: Read a fiction or non-fiction work on either the Egyptians or the Hebrews. Due day 44.
27	CD-104-106-SM Lecture: Egyptian Mythology AB-200-202-W Lecture: Periodization of Egyptian History	1-106-S 3-200-M 5-104-W 2-201-K 4-202-C Discuss Periodization and Mythology lectures. Collect maps. Discuss Egyptian geography, general geographical concepts, and effects of geography on man. Assignment: Imaginary maps. Due day 28.

Day	Period 1	Period 2
28	Groups 1-5: Same as period 2 above Using students' imaginary maps, discuss geographical concepts	ABCD-Auditorium-K Film: The Nile (34 mins.), slides of various geographic areas Filmstrip and record: "Egypt: Land of the Pharoahs"
29	Groups 1-5: Same as above Discuss influence of Egyptian religion on social, political and cultural activities--question 5 of ditto With the same material work on paragraphs using generalizations and specific details	AB-200-202-M Slide lecture: Egyptian Sculpture and Painting CD-104-106-S Lecture: Egyptian Literature (dittoed excerpts) Assignment: Write a paragraph on the effect of religion on cultural activities. Due day 32. Magoffin, pp. 48-59. Due day 30.
30	AB-104-106-S Lecture: Egyptian Literature (dittoed excerpts) CD-200-202-M Slide lecture: Egyptian Sculpture and Painting	Groups 1-5: Same as Period 1, day 29 Review the art and literature lectures Discuss Egyptian government Assignment: Answer questions 6 and 7 of ditto. Due day 31.
31	AB-200-202-M CD-104-106-S Slide lecture: Egyptian Architecture	Groups 1-5: Same as above Discuss Egyptian society, question 6 and 7 of ditto Assignment: Write question 8 of ditto. Due day 33.
32	Groups 1-5: Same as period 2 above Vocabulary test Return paragraphs on religion and its effect on culture and work on writing	1-201-K 3-202-C 5-106-S 2-200-M 4-104-W Return and discuss early man test
33	Groups 1-5: Same as above Discuss the Egyptians in terms of the humanities questions Return paragraphs written day 29	Groups 1-5: Same as period 1 Using slides review Egyptian civilization in terms of A)social, political, economic, cultural, and religious activities; B)elements of civilization; C)humanities questions Review use of generalizations and specific detail

Day	Period 1	Period 2
		Discuss questions students prepared and question on ditto
34	Groups 1-5: Same as above Test: Egyptian Civilization	ABCD-Auditorium-CMSKW Open-end discussion led by school principal Assignment: Bring a copy of the Old Testament to class day 35.
35	1-202-C 2-106-S 3-201-K 4-104-W 5-200-M Read in class and discuss selected passages from the Old Testament Assignment will be made in class Bring copies of the Old Testament Assignment: Read and be able to discuss: Psalms 100, 23, 10, 3--due day 37; Book of Job--due day 38; Books of Ruth and Jonah--due day 39.	
36	Groups 1-5: Same as above Continue inquiry into Hebrew Civilization	Continue period 2 Assignment: Map of Palestine. Due day 40.
37	A-200-M B-202-C Lecture-discussion: The Old Testament as Literature: lyric poetry (Psalms) IV-106-S V-104-W VI-201-K Lecture-discussion: The Old Testament as History	C-200-M D-202-C Lecture-discussion: The Old Testament as Literature: lyric poetry (Psalms) I-106-S II-201-K III-104-W Lecture-discussion: The Old Testament as History
38	A-200-M B-202-C Lecture-discussion: The Old Testament as Literature: drama (Job) IV-106-S V-104-W VI-201-K Lecture-discussion: The Old Testament as History--concept of borrowing	C-200-M D-202-C Lecture-discussion: The Old Testament as Literature: drama (Job) I-106-S II-201-K III-104-W Lecture-discussion: The Old Testament as History--concept of borrowing
39	A-200-M B-202-C Lecture-discussion: The Old Testament as Literature: short story (Ruth and Jonah) CD-104-106-S Lecture: The Religion of the Hebrews	C-200-M D-202-C Lecture-discussion: The Old Testament as Literature: short story (Ruth and Jonah) AB-104-106-S Lecture: The Religion of the Hebrews

Day	Period 1	Period 2
40	I,II-201-K III,IV-104-W V,VI-106-S Geography of Palestine and the Ancient Near East. Maps due Discuss geography Discuss lecture on religion of the Hebrews	1-202-C 3-201-K 5-200-M 2-106-S 4-104-W Return and discuss Egypt tests Assignment: Read Fenton, #2. Due day 41. Magazine Research: The Arabs and Israelis today. See ditto for detail. Panels will be selected day 46. Prepare maps of contemporary Middle East. Due day 45.
41	Groups 1-5: Same as period 2, above Discuss Fenton, #2	ABCD-Auditorium-SMWCK Guest: Cantor Read ditto sheet on Hebrew music
42	A-104-W B-106-K Discussion of some of the ideas basic to Western Civilization IV-201-S V-200-M VI-202-C Paragraph writing: major-minor development--introduction Subject will be taken from your parallel reading	C-104-W D-106-K Discussion of some of the ideas basic to Western Civilization I-201-S II-200-M III-202-C Paragraph writing: major-minor development--introduction Subject will be taken from your parallel reading
43	A-104-W B-106-K Read and discuss portions of document of Western Civilization which shows Hebraic influence (ditto) IV-201-S V-200-M VI-202-C Work on writing--paragraphs due at end of period	C-104-W D-106-K Read and discuss portions of document of Western Civilization which shows Hebraic influence (ditto) I-201-S II-200-M III-202-C Work on writing--paragraphs due at end of period
44	1-202-C 3-201-K 5-200-M 2-106-S 4-104-W Continue discussion of documents which show influence of Hebraic ideas Bring examples of this kind of influence which you are able to find	Groups 1-5: Same as period 1 Discussion of the humanities questions
45	ABCD-Auditorium-SWKCM Mrs. Munson's drama class will present part of Archibald MacLiesh's modern drama J.B.; this play is based on the book	Groups 1-5: Same as above Be ready to give brief oral reports on the content of the books you have read on the Ancient Near East. Choose, if you

Day	Period 1	Period 2
	of Job. Discussion follows presentation	can, material which relates to the ancient Hebrews. This is a time to share ideas we might not have covered in class discussion
46	Groups 1-5: Same as period 2, above Panel Discussion: The Arabs and Israelis Today Notes on magazine research due--be prepared to use your notes to contribute to discussion Maps of contemporary Middle East due	ABCD-Auditorium-MSWCK Film: The Six Day War This film has been obtained from the Israeli Embassy. It is a biased, but interesting, account of the Six Day Way, 1967
47	AB-104-106-S CD-200-202-C Test on the unit: Objective, essay (paragraphs), sentences, interpretation of passages Journals due	

Saturday, November 8: Busses will leave the school at 10:30 A.M. for a trip to a synagogue in the District of Columbia. We will attend a Jewish Reform Service and have an opportunity to ask questions following the service.

METHODOLOGY: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

Day 24

Slides of Egyptian Art

Small groups viewed slides and speculated about the meaning of evidence observed. Distinction was made between deductive and inductive logic and between general and specific ideas. A few students talked in terms of the humanities questions. Instructors did not push the point.

Written generalizations based on evidence from the slides

Students wrote generalizations and listed specific details to support them. We reviewed various ways of categorizing evidence; humanities questions; political, economic, and religious activities; elements of civilization; and introduced social and cultural as two other possibilities.

Day 25

Continue generalizations

We continued to discuss the generalizations and supporting specifics about Egypt. We introduced the form for general to specific expository paragraphs (see Addendum). Students outlined and wrote paragraphs during the class period.

Discuss Magoffin

Using the format of Magoffin, we discussed how the author makes generalizations and uses specific details for support. This discussion also provided an opportunity to survey the chapter on Egypt.

Assign study questions

We distributed nine study questions designed to demand concise statements about Egyptian civilization and the influences which affected its development (see Appendix, Unit II). Sentence answers based on text material were required because we lean heavily on Magoffin in this unit.

Day 26

Small group discussion of geography. Study questions 1-4. Continue work on paragraphs

Paragraphs from the previous day were returned and discussed. Study questions showed the influence of geography on political, economic, and religious development of Egypt. Using this material, another paragraph was written using general to specific development.

Lecture: Egyptian Mythology

A basic outline of Egyptian religion was given; some discussion of development and structure of religion was included along with the distinction between mythology and religion. Slides were used to show visual representations of certain gods and goddesses. Dittos were distributed to show geneologies of the most important families

of gods--e.g. Heliopolis, Thebes, Heamopolis.

Lecture: Periodization of Egyptian History

Students were shown a time line of Egypt and then were given generalizations about the social, political, economic, cultural, and religious developments of each era. The lecture concluded with the reasons for beginning and ending of the various periods. Students were reminded that there are varying dates for the periods and that periodization should not be taken as fact, but as interpretation.

Book reports from the previous unit were collected and a new report assigned for this unit.

Day 27

Lectures continue

See day 26.

Discuss lectures

Small groups discussed the main points of the lectures.

Collect maps

Maps were discussed: general geographic features; affects of these features on man; e.g. the affect of the Nile on various activities; the affect of isolation on the development of civilization.

Day 28

Imaginary maps due

Students had created an imaginary map from the following instructions: "Create a map of an island; give it latitude and longitude, locate the capital city, a river, a delta, a plateau, the major port, a mountain range, a forest, a river, a small village, etc." Using the imaginary maps, selected students led small groups in discussions which dealt with geographical concepts: A river cannot flow from one side of an island to another; the capital city would be a natural center for trade and commerce; a major port must be placed in a natural indentation or harbor, etc.

Film: The Nile (34 mins.); Filmstrip and record: "Egypt: Land of the Pharoahs;" slides of various geographic areas

Audio-visual material was used to show the relationship of geography to man in his environment. Slides of desert nomads, of Eskimos, of tropic islanders and of New York were used to show the affect of geography on modern man.

Day 29

Discuss influence of Egyptian religion; continue work on paragraphs

Study question 5 centered around the influence of Egyptian religion on the activities of man. Using the prepared answers, students outlined general to specific paragraphs (sample outlines were shown on opaque projectors). Then they wrote paragraphs from the outlines.

Lecture: Egyptian Sculpture and Painting

Students were asked to comment on a few selected slides. The general characteristics of Egyptian sculpture and painting were then discussed. Attention was given to the development of these characteristics in representative dynasties. Particular attention was focused on terminology necessary for discussion of sculpture: weight and support, axis, medium, block, space, drapery, etc. (The foundations for all later discussions of sculpture were established, see Addendum.)

Lecture: Egyptian Literature

Students were led in examining several poems, letters, and excerpts from religious and wisdom literature for evidence of those qualities which revealed the writers' human concerns. The Egyptians emerged as involved men who were concerned about many of the same problems that we face today. They lived religious lives in the hope that the after-life would be as pleasant as life itself (see Addendum).

Day 30

Lectures continue

See day 29.

Small group review of lectures; Egyptian government

Major points of lectures were reviewed. Students were asked, "What does the sculpture and literature reveal about Egyptian man?" Egyptian government was discussed based on material in Magoffin. Particular attention was given to terminology: e.g. bureaucracy, centralization, theocracy, (see Appendix, Unit II).

Day 31

Lecture: Egyptian Architecture

A brief presentation of how to view architecture was given: e.g. form, function, design, construction. A discussion of the major characteristics of Egyptian architecture was based on slides of pyramids, temples, mortuary temples, mastabas. Dittos were used to illustrate floor plans. The following terminology was introduced: columns, capitals, additive approach, pylon, axis, court. Students were asked to speculate briefly about Egyptian man on the basis of architecture (see Addendum).

Small group discussion of Egyptian society--study questions 6-7

After reviewing the meaning of the term "society," the discussion centered on specifics available in Magoffin which could be used to determine general characteristics of Egyptian society. We discussed the possible relationship between groups of men that existed within classes and between classes.

Day 32

Small groups for brief vocabulary quiz and work on paragraphs--assigned question 8

A fill-in-the-blank vocabulary quiz was given. Students outlined each others' paragraphs on religion's effect on culture to see if the development was logical. The opaque projector was used to examine good paragraphs.

Small groups to return Early Man test

The Early Man test was returned and used as a tool for review and reteaching. The four elements of civilization discussed in Unit I were reviewed and the contributions of the Egyptians toward a more advanced civilization were noted.

Day 33

Small groups to discuss the humanities questions

How would an Egyptian answer the humanities questions? What was the Egyptian relationship to self, fellow man, state and God? Speculation for these answers was based on all material in the unit.

Review Egyptian civilization--question 9

The same slides used at the beginning of the unit were shown again. We reviewed categorizing of information: social, political, economic, cultural, and religious activity of man; elements of civilization; humanities questions. We reviewed skills in formulating and answering questions. The original generalizations made from the slides were examined. Few were deemed acceptable on the basis of the new evidence. Students had written questions to be used in reviewing the material on Egypt. These were used not only to review the content of the unit but also to review the skills needed for writing clear, precise questions.

Paragraphs written day 29 were returned

Day 34

Test

An objective test, designed to evaluate students' understanding of the facts and concepts of this part of the unit, was given.

Discussion with school principal

The school principal led an open-end discussion in which the students could ask anything or discuss anything with the "administration." This was part of a regular school activity conducted through all English classes.

Day 35

Analyze selected passages from the Old Testament for evidence of social, political, economic, cultural, and religious activity, and for evidence of elements of civilization

Students were given a list of passages from the Old Testament to be used as primary source material for their evidence (see Appendix, Unit II). They read from the Old Testament for approximately 25 minutes. Instructors answered questions from individual students

during the reading period. Students were asked to make generalizations about the material they had read. It was hoped that the students, without being given specific instructions to do so, would categorize the evidence as to social, political, etc. activities, and for evidence of the elements of civilization. The discussion was not dominated by the instructor (see Addendum).

Day 36

Continue inquiry into the Hebrews

More Old Testament selections were approached as on day 35.

Day 37

The Old Testament as Literature: the Psalms

This informal lecture-discussion was designed to define terminology of poetry and to see the similarity of men's feelings (Lyric poetry is always an individual, personal expression). Possible answers to the humanities questions evident in the selections were discussed.

The Old Testament as History

This informal lecture-discussion (first hour) traced Hebrew history as recorded in the Old Testament from the creation through exile in Babylonia. The major points: the Hebrew concept of creation as the orderly, purposeful work of a single God; social organization and law making during the wilderness period; military conquest of Caanan; growth of the nation under monarchs; political disunity which leads to decline; the consequent problem of a nation without a country.

Day 38

The Old Testament as History

Continuation of day 37. The concept of borrowing and sharing was discussed. When appropriate, political terms and concepts introduced with the Egyptians were used and clarified. The period concluded with a brief discussion of the role of an individual in the theocratic government of the Hebrews.

The Old Testament as Literature: the Book of Job

An informal lecture-discussion of characteristics of drama focused on Job as a drama: e.g. imitation of action, exposition, complication, climax, denouemont, tragic figure, etc. The theme of the book of Job was also discussed.

Day 39

The Old Testament as Literature: Ruth and Jonah as short stories

The elements of short stories and plot line terminology were discussed: e.g. characters, setting, etc. and generating circumstance, rising action, climax, etc. Plots were analysed and the themes were clarified.

Lecture: The Religion of the Hebrews

This lecture was designed to emphasize that the Old Testament is a history of the changes which took place in the Hebrew religion and religious law as a result of the exposure of the group to varying environments and civilizations. For example: The idea of monotheism was developed by Abraham in an isolated area where the influence of polytheism was limited; the sojourn in the Wilderness gave Moses time to organize the Israelites and clarify religious practices.

Threads from the previous day's discussion regarding borrowing and sharing were continued by applying these to religious borrowing. For example: The problems which arose in Canaan and elsewhere when the Hebrews contacted peoples who worshipped graven images were a result of the tendency of people to adopt the ways of people they contact. (The Life special issue on the Bible is a great help in organizing this lecture. Any Bible commentary is useful.)

Day 40

Check accuracy of maps; discuss influence of geography of the Middle East on the Hebrews; briefly review lecture and relate to geography

Working from maps on which the students had already located major land features, we discussed the similarities of the river valley civilizations. Particular attention was given to the major difference: Egypt was protected by natural barriers; the Tigris/Euphrates civilizations had no such protection and thus were more susceptible to invasion by troops and by ideas. Students discussed major points from the lecture on Hebrew religion and speculated about the effect of geography on the religion of the Hebrews.

Return tests on Egypt and review concept of borrowing

The tests on Egypt were discussed. Continuing the ideas of the previous period, discussion centered around the concept of borrowing ideas and methods of other civilizations or groups of peoples.

Periodical research assignment

The research assignment in current periodicals for information on the Arab-Israeli conflict was clarified. Instructions were given on the use of the Readers' Guide, note taking and directions for reporting and documentation. Warriner's Grammar and Composition was used as a reference.

Day 41

Discuss Fenton, #2; excerpts from Hammurabi's Code and the Old Testament

Students gathered evidence from these primary sources about the social, political, economic, cultural, and religious activities of these two peoples. Comparisons were made between Babylonia and Hebrew civilizations, and the borrowing which took place was discussed. The Hebrew and Egyptian civilizations were compared and the possibility of borrowed and shared ideas was again discussed.

Guest: Cantor from a synagogue in Arlington, Virginia

The talented Cantor told us about the use of music in the Jewish religious services. He explained various religious festivals and chanted some of the Old Testament passages used on various occasions. We prepared the students for his visit by giving them a ditto sheet about Hebraic music. The sheet also included line drawings of various musical instruments mentioned in the Old Testament.

Day 42

Discussion of some of the ideas basic to Western Civilization

This informal lecture-discussion was designed to establish some concepts and ideas considered basic to Western thought. Some of the ideas presented: belief in law, belief in progress, belief in the importance of material goods, belief in equality, etc.

Paragraph writing

Instruction was aimed at preparation for writing a book report on parallel reading. Students were required to relate what they had read to one of the humanities questions. There was a discussion of manipulation of ideas and concepts necessary to carry out the assignment. There was also small group work; paragraphs were exchanged for student criticism. The opaque projector was used to show examples of good thinking and/or good writing techniques. We also reviewed general to specific paragraph development. The method of development we call major-minor was introduced. As an overnight assignment, students were asked to arrange the same subject matter used in their general to specific paragraphs according to the new method.

Day 43

Read and discuss documents of Western Civilization which show Hebraic influence

We discussed some of the following influences: equality before God, brotherhood of man, God's covenant with man (see Appendix, Unit II). The discussion also focused on Hebraic influence on literary techniques: e.g. balanced expression, imagery, repetition for effect, and Hebraic influence on literary forms: e.g. lyric poetry, drama, short story.

Continue paragraph work

We continued to work and to revise book report paragraphs which were due at the end of the period. (This was not a book report in the usual sense.) The students included the bibliographical information about the book, the field of discussion, and wrote a paragraph which interpreted the material they had read in light of one of the humanities questions. They used one of the two methods of paragraph development--general to specific or major-minor.

Day 44

Continue discussion of documents

We continued the discussion of the Hebraic influence on Western

Civilization. Slides were also used to stimulate discussion.

Discuss Hebrews' answers to the humanities questions

Students speculated about how the Hebrews would have answered the questions. The use of primary sources made the search for answers relevant and made the Hebrews seem more like real people to the students. They freely expressed their disagreement with some of the answers they discovered. A brief explanation of J.B. was given to prepare students for the drama department's presentation.

Day 45

Presentation of a portion of J.B. by the drama class

Students who study drama had prepared an accomplished presentation of Act III of J.B. The student director explained MacLeish's approach to his subject matter. Following the presentation students divided in small groups for a few minutes to review the theme of the book of Job as it is applied to contemporary circumstances. They were impressed.

Brief oral reports and sharing of ideas from parallel reading

Each student explained the most interesting idea he had encountered in the book he chose for parallel reading.

Day 46

Panel: The Arabs and Israelis Today; map of contemporary Middle East due

Three panels were presented to keep each audience small. All students had done magazine research on the contemporary situation and used their notes to contribute to the question and answer discussion after the panel presentation. Each student was expected to participate whether he was a member of the panel or audience.

Film: The Six Day War

A film was obtained from the Israeli Embassy. This account of the Six Day War was obviously biased, but it did give the students an excellent of the bitterness of the conflict in the Middle East.

Day 47

Test of the unit

This lengthy, and really quite difficult test is discussed in the evaluation. It included objective questions, sentence answers, and interpretation of unfamiliar passages from the Old Testament.

Note: We used school busses to visit a Jewish reform synagogue in the District of Columbia. We attended a service which included a Bar Mitzvah ceremony. The rabbi talked with us after the service and answered questions. This was a Saturday field trip and attendance was not required; however, those students who did attend found the experience interesting and informative.

EVALUATION OF THE UNIT:

THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

Part I: Egypt

OBJECTIVE ONE

To indicate by demonstrating insight and knowledge in class discussion, an understanding of how the Egyptians might answer the four humanities questions. The students will be evaluated subjectively on the basis of ✓+(excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive of disruptive).

STUDENT PERFORMANCE

61 students achieved	✓+	19 students achieved	✓-
70 " "	✓	2 " "	0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

86% of the students achieved a grade of ✓ or better.

OBJECTIVE TWO

To show understanding of the development of a people in terms of the four elements of civilization by writing one sentence which describes an Egyptian development in each of the four areas.

TEST A: TEST QUESTION I (twenty possible points)

STUDENT PERFORMANCE

54 students achieved	20 points	0 students achieved	14 points
37 " "	19 "	3 " "	13 "
25 " "	18 "	1 " "	12 "
18 " "	17 "	1 " "	5 "
4 " "	16 "	no students achieved below 5 points	
5 " "	15 "		

SUCCESS CRITERIA

80% of the students should achieve 75% correct answers.

RESULT

97% of the students achieved 75% (15 points) correct answers.

OBJECTIVE THREE

To indicate an understanding, in class discussion, of how Egyptian mythology and religion reflect the thought and total outlook and of how painting, sculpture, and architecture of the Egyptians reflect their thought and total outlook. The students will be evaluated subjectively on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive or disruptive).

STUDENT PERFORMANCE

60 students achieved	✓+	20 students achieved	✓-
71 " "	✓	1 " "	0

SUCCESS CRITERIA

80% of the students should achieve a ✓ or better.

RESULT

86% of the students achieved a ✓ or better.

OBJECTIVE FOUR

To understand that all aspects of Egyptian life were affected by religion by responding in sentences to the quotation, "The Egyptians are the most religious of men."

TEST A: TEST QUESTION II (nine possible points)

STUDENT PERFORMANCE

44	students achieved	9	points	8	students achieved	4	points
21	"	8	"	4	"	3	"
21	"	7	"	6	"	2	"
16	"	6	"	1	"	1	"
24	"	5	"	3	"	0	"

SUCCESS CRITERIA

70% of the students should achieve 78% correct answers.

RESULT

58% of the students achieved 78% (7 points) correct answers. The quotation was a poor choice to elicit the response we intended.

OBJECTIVE FIVE

To be able to write an expository paragraph using general to specific development. The students will be graded on the basis of the instructors' subjective evaluation.

TEST C

STUDENT PERFORMANCE

34	students achieved	A		18	students achieved	D	
47	"	B		2	"	F	
39	"	C		12	"	0	

SUCCESS CRITERIA

70% of the students should achieve a grade of C or better.

RESULT

79% of the students achieved a grade of C or better.

OBJECTIVE SIX

To be able to recognize activities as either political, economic, or religious by writing the number of the category beside the statement which discusses the particular activity.

TEST A: TEST QUESTION III (six possible points)

STUDENT PERFORMANCE

136	students achieved	6	points	no students achieved below 5 points	
12	"	5	"		

SUCCESS CRITERIA

70% of the students should achieve 100% correct answers.

RESULT

92% of the students achieved 100% (6 points) correct answers.

OBJECTIVE SEVEN

To be able to recognize activities as either social or cultural by writing the number of the category beside the statement which discusses the particular activity.

TEST A: TEXT QUESTION IV (six possible points)

STUDENT PERFORMANCE

43	students	achieved	6	points	2	students achieved	2 points
58	"	"	5	"	1	" "	1 "
37	"	"	4	"	no students achieved below 1 point		
7	"	"	3	"			

SUCCESS CRITERIA

60% of the students should achieve 83% correct answers.

RESULT

68% of the students achieved 83% (5 points) correct answers.

OBJECTIVE EIGHT

To be able to answer true-false questions which indicate a knowledge of Egyptian society, culture, and religion.

TEST A: TEST QUESTIONS V AND XI (twenty possible points)

STUDENT PERFORMANCE

17	students	achieved	20	points	9	students achieved	14 points
34	"	"	19	"	2	" "	13 "
35	"	"	18	"	1	" "	12 "
19	"	"	17	"	1	" "	11 "
18	"	"	16	"	no students achieved below 11 points		
12	"	"	15	"			

SUCCESS CRITERIA

80% of the students should achieve 70% correct answers.

RESULT

91% of the students achieved 70% (15 points) correct answers.

OBJECTIVE NINE A

To be able to deduce generalizations about man or civilizations by reading an unfamiliar excerpt from a primary source and then checking the logical conclusions in a list that contains valid and invalid statements.

TEST A: TEXT QUESTION VII (six possible points)

STUDENT PERFORMANCE

65 students achieved 6 points 5 students achieved 3 points

60 students achieved 5 points
18 " " 4 "
no students achieved below 3 points

SUCCESS CRITERIA

35% of the students should achieve 100% correct answers.

RESULT

44% of the students achieved 100% (6 points) correct answers.

OBJECTIVE NINE B

To be able to deduce generalizations about man or civilizations by viewing an artifact (slide of an archaeological remain) and then checking the logical conclusions in a list that contains valid and invalid statements.

TEST A: TEST QUESTION VIII (eight possible points)

STUDENT PERFORMANCE

49 students achieved 8 points
70 " " 7 "
24 " " 6 "
5 students achieved 5 points
no students achieved below 5 points

SUCCESS CRITERIA

75% of the students should achieve 88% correct answers.

RESULT

80% of the students achieved 88% (7 points) correct answers.

OBJECTIVE TEN

To be able to distinguish general and specific information by labeling statements from a given list as either "general" or "specific."

TEST A: TEST QUESTION VI (five possible points)

STUDENT PERFORMANCE

40 students achieved 5 points
85 " " 4 "
14 " " 3 "
7 students achieved 2 points
2 " " 1 "
no students achieved below 1 point

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

84% of the students achieved 80% (4 points) correct answers.

OBJECTIVE ELEVEN

To be able to answer fill-in-the-blank statements which test a knowledge of Egyptian geography and history.

TEST A: TEST QUESTION X (ten possible points)

STUDENT PERFORMANCE

54 students achieved 10 points
50 " " 9 "
27 " " 8 "
10 " " 7 "
5 students achieved 6 points
2 " " 5 "
no students achieved below 5 points

SUCCESS CRITERIA

80% of the students should achieve 70% correct answers.

RESULT

95% of the students achieved 70% (7 points) correct answers.

OBJECTIVE TWELVE

To indicate a knowledge of Egyptian history by listing the major time periods.

TEST A: TEST QUESTION IX (six possible points)

STUDENT PERFORMANCE

106	students	achieved	6	points	3	students	achieved	2 points
20	"	"	5	"	0	"	"	1 "
12	"	"	4	"	1	"	"	0 "
6	"	"	3	"				

SUCCESS CRITERIA

80% of the students should achieve 100% correct answers.

RESULT

71% of the students achieved 100% (6 points) correct answers.

OBJECTIVE THIRTEEN

To show a knowledge of terms and general vocabulary words relevant to the study of Egypt by matching definitions with terms, by writing sentence definitions, and by using the words in sentences which clearly indicate an understanding of the words.

TEST B: (one hundred possible points)

STUDENT PERFORMANCE

68	students	achieved	94	to	100	points	(A)
28	"	"	87	"	93	"	(B)
25	"	"	80	"	86	"	(C)
18	"	"	70	"	79	"	(D)
13	"	"	69	points	or less		(F)

SUCCESS CRITERIA

50% of the students should achieve 87 or more points (a grade of B or better).

RESULT

63% of the students achieved 87 or more points (a grade of B or better).

OBJECTIVE FOURTEEN

To demonstrate knowledge of geographic principles by creating an imaginary map which uses geographic principles in a logical fashion. The maps will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓— (unsatisfactory), O (no map submitted).

STUDENT PERFORMANCE

53	students	achieved	✓+		12	students	achieved	✓-
85	"	"	✓		2	"	"	O

SUCCESS CRITERIA

90% of the students should achieve a ✓ or better.

RESULT

91% of the students achieved a ✓ or better.

OBJECTIVE FIFTEEN

To illustrate knowledge of specific geographic features of Egypt by filling in an outline map of Egypt. The maps will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (no map submitted).

STUDENT PERFORMANCE

62 students achieved	✓+	11 students achieved	✓-
75 " "	✓	4 " "	0

SUCCESS CRITERIA

50% of the students should achieve a ✓+.

RESULT

41% of the students achieved a ✓+.

Part II: The Hebrews

OBJECTIVE ONE

To list the humanities questions evident in unfamiliar passages from the Bible, and to write two sentences explaining the answer given in the passage to the question.

TEST D: TEST QUESTION I (eight possible points)

STUDENT PERFORMANCE

50	students achieved	8	points	5	students achieved	3	points
31	" "	7	"	4	" "	2	"
24	" "	6	"	1	" "	1	"
21	" "	5	"	3	" "	0	"
13	" "	4	"				

SUCCESS CRITERIA

50% of the students should achieve 88% correct answers.

RESULT

53% of the students achieved 88% (7 points) correct answers.

OBJECTIVE TWO

To be able to write an expository paragraph using major-minor development.

TEST D: TEST QUESTION III (ten possible points)

STUDENT PERFORMANCE

15	students achieved	10	points	21	students achieved	4	points
16	" "	9	"	10	" "	3	"
14	" "	8	"	7	" "	2	"
18	" "	7	"	3	" "	1	"

16 students achieved 6 points
22 " " 5 "
10 students received 0 points

SUCCESS CRITERIA

70% of the students should achieve 60% correct answers.

RESULT

52% of the students achieved 60% (6 points) correct answers.

OBJECTIVE THREE

To write an expository paragraph based on material from a book assigned for parallel reading, which develops one generalization about the people of the Near East.

STUDENT PERFORMANCE

29	students	achieved	A	20 students	achieved D
27	"	"	B	7 "	" F
56	"	"	C	13 "	" O

SUCCESS CRITERIA

70% of the students should achieve a grade of C or better.

RESULT

74% of the students achieved a grade of C or better.

OBJECTIVE FOUR A

To be able to deduce generalizations from written primary source material by reading an unfamiliar passage from the Bible and indicating in complete sentences how the passage reveals the presence of the four elements of civilization.

TEST D: TEST QUESTION V (six possible points)

STUDENT PERFORMANCE

91 students achieved 6 points
40 " " 5 "
18 " " 4 "
2 students achieved 3 points
1 " " 2 "
no students achieved below 2 points

SUCCESS CRITERIA

80% of the students should achieve 67% correct answers.

RESULT

98% of the students achieved 67% (4 points) correct answers.

OBJECTIVE FOUR B

To be able to deduce generalizations from written primary source material by reading an unfamiliar passage from the Bible and

1. labeling the activity described as social, political, economic, cultural, or religious
2. writing in complete sentences what the passage reveals about the activity.

TEST D: TEST QUESTION IV (six possible points)

STUDENT PERFORMANCE

84	students	achieved	6	points	8	students	achieved	2 points
25	"	"	5	"	2	"	"	1 "
19	"	"	4	"	4	"	"	0 "
10	"	"	3	"				

SUCCESS CRITERIA

70% of the students should achieve 83% correct answers.

RESULT

72% of the students achieved 83% (5 points) correct answers.

OBJECTIVE FIVE

To indicate, by participating in class discussion, an understanding of how the literature of the Hebrews reflects their thought and world view. Students were evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive or disruptive).

STUDENT PERFORMANCE

47	students	achieved	✓+		39	students	achieved	✓-
65	"	"	✓		1	"	"	0

SUCCESS CRITERIA

20% of the students should achieve a ✓+.

RESULT

31% of the students achieved a ✓+.

OBJECTIVE SIX

To be able to list three ideas, from those discussed in class, that are basic to Western Civilization.

TEST D: TEST QUESTION VI (six possible points)

STUDENT PERFORMANCE

116	students	achieved	6	points	3	students	achieved	2 points
6	"	"	5	"	0	"	"	1 "
20	"	"	4	"	5	"	"	0 "
2	"	"	3	"				

SUCCESS CRITERIA

70% of the students should achieve 100% correct answers.

RESULT

76% of the students achieved 100% (6 points) correct answers.

OBJECTIVE SEVEN A

To show an understanding of the concepts of borrowing and sharing among civilizations and cultural diffusion by participating in class discussions which center on this topic as it relates to the Ancient Near East.

See data for Objective 7 c.

OBJECTIVE SEVEN B

To show an understanding of the concepts of borrowing and sharing among

civilizations and cultural diffusion by participating in class discussions which center on this topic as it relates to the Hebrews and Western Civilization.

See data for Objective 7 c.

OBJECTIVE SEVEN C

To show an understanding of the concepts of borrowing and sharing among civilizations and cultural diffusion by reading a document of modern Western Civilization and commenting, in sentences, as to how it reflects the influence of Hebraic thought.

TEST D: TEST QUESTION X (six possible points)

STUDENT PERFORMANCE

70	students	achieved	6	points	7	students	achieved	2 points
28	"	"	5	"	4	"	"	1 "
20	"	"	4	"	3	"	"	0 "
20	"	"	3	"				

SUCCESS CRITERIA

75% of the students should achieve 67% correct answers.

RESULT

78% of the students achieved 67% (4 points) correct answers.

OBJECTIVE EIGHT A

To be able to relate the past to the present by reading a document of modern civilization and commenting, in sentences, as to how it reflects the influence of Hebraic thought.

See data for Objective 7 c.

OBJECTIVE EIGHT B

To be able to relate the past to the present by participating in a panel on the Modern Middle East as a panel member or a member of the audience.

STUDENT PERFORMANCE

50	students	achieved	A		37	students	achieved	D
21	"	"	B		0	"	"	F
37	"	"	C		7	"	"	0

SUCCESS CRITERIA

20% of the students should achieve A.

RESULT

33% of the students achieved A.

OBJECTIVE EIGHT C

To be able to relate the past to the present by answering true-false questions on the modern Middle East.

TEST D: TEST QUESTION II (five possible points)

STUDENT PERFORMANCE

95	students	achieved	5	points	2	students	achieved	2 points
44	"	"	4	"	1	"	"	1 "
10	"	"	3	"	0	"	"	0 "

SUCCESS CRITERIA

60% of the students should achieve 100% correct answers.

RESULT

63% of the students achieved 100% (5 points) correct answers.

OBJECTIVE NINE

To be able to answer multiple choice and true-false questions which indicate a knowledge of Hebrew social, political, economic, cultural, and religious history.

TEST D: TEST QUESTIONS XI & XII (thirty-eight possible points)

STUDENT PERFORMANCE

8	students	achieved	38	points	9	students	achieved	24 points
7	"	"	36	"	8	"	"	22 "
21	"	"	34	"	4	"	"	20 "
35	"	"	32	"	1	"	"	18 "
23	"	"	30	"	2	"	"	16 "
19	"	"	28	"	no students achieved below 16 points			
15	"	"	26	"				

SUCCESS CRITERIA

80% of the students should achieve 84% correct answers.

RESULT

47% of the students achieved 84% (32 points) correct answers.

OBJECTIVE TEN

To be able to list the five divisions of the typical plot line of the short story, to list the characteristics of any drama, and to list the characteristics of lyric poetry.

TEST D: TEST QUESTIONS VII, VIII, IX (eleven possible points)

STUDENT PERFORMANCE

58	students	achieved	11	points	5	students	achieved	5 points
28	"	"	10	"	2	"	"	4 "
22	"	"	9	"	3	"	"	3 "
13	"	"	8	"	0	"	"	2 "
10	"	"	7	"	1	"	"	1 "
6	"	"	6	"	4	"	"	0 "

SUCCESS CRITERIA

80% of the students should achieve 82% correct answers.

RESULT

71% of the students achieved 82% (9 points) correct answers.

OBJECTIVE ELEVEN

To indicate a knowledge of specific geographic features of the Fertile

Crescent by preparing a map. Students prepared two maps: a) Palestine in Biblical times, and b) the Modern Middle East. The maps were checked and discussed in class. They were not graded. Therefore, there is no data.

OBJECTIVE TWELVE

To be able to recognize the influence of geography on the developments in the Near East by selecting items from a list of geographic conditions and matching them with a list of specific developments; to answer in sentences that use specific places and events to support the choice.

TEST D: TEST QUESTION XIII (six possible points)

STUDENT PERFORMANCE

52	students	achieved	6	points	20	students achieved	2 points
26	"	"	5	"	6	" "	1 "
27	"	"	4	"	7	" "	0 "
14	"	"	3	"			

SUCCESS CRITERIA

75% of the students should achieve 66% correct answers.

RESULT

69% of the students achieved 66% (4 points) correct answers.

OBJECTIVE THIRTEEN

To be able to use the Readers' Guide to Periodical Literature, to prepare a bibliography in proper form, and to take concise and accurate notes. Students will be evaluated on the baais of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), and O .

STUDENT PERFORMANCE

57	students	achieved	✓+		25	students achieved	✓-
61	"	"	✓		9	" "	O

SUCCESS CRITERIA

90% of the students should achieve ✓ .

RESULT

78% of the students achieved ✓ (satisfactory).

BIBLIOGRAPHY: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

I. TEXTBOOKS

A. Fenton, Edwin, 32 Problems in World History: Source Readings and Interpretations. Glenview, Illinois: Scott Foresman and Company, 1964.

A good supplement to any history text, this book is a selection of both primary and secondary sources. Fenton has chosen selections not only to stimulate class discussion but also "to acquaint high school students with the nature of history as an academic discipline and with the writing of history as an art." Each section is preceded by an introduction and a few study questions. Problem 2: "Law and Life in Two Ancient Societies" (the Code of Hammurabi and selections from Exodus and Deuteronomy).

B. Magoffin, Ralph V. D., and Frederic Duncalf, Ancient and Medieval History: The Rise of Classical Culture and the Development of Medieval Civilization. Morristown, New Jersey: Silver Burdett Company, 1959, pp. 29-61.

This general history text is an old standard which traces man's chronological development from the beginning to the European settlement of the Western Hemisphere. It briefly discusses cultural developments, but its primary focus is on political history. The reading level is good for above average ninth-grade students. However, it is somewhat dull.

C. The Old Testament

Each student was asked to bring in a Bible as a text. Several different versions of the Bible were brought in; textual comparisons were enlightening to many students. See Appendix, Unit II for a list of specific assignments.

D. Warriner, John E., and Francis Griffith, English Grammar and Composition. New York: Harcourt, Brace and World, Inc., 1957.

Classroom sets of this book are always available for student use toward solving individual problems. However, in this unit we specifically assigned material for preparation of bibliography cards.

II. AUDIO-VISUAL MATERIAL

A. Films

1. The River Nile — 16 mm color — film — optical sound — 34 mins.

Pictures the physical characteristics of the river. Discusses its role in history and in the economy of the region.

producer: NBC TV

distributor: McGraw-Hill Text Films

1965

2. The Six Day War 16 mm. film optical sound color 45 mins.

This account of the Six Day War obtained from the Israeli Embassy was obviously biased, but it did give the students an excellent idea of the bitterness of the conflict in the Middle East.

distributor: Israeli Embassy

1967

B. Slides

1. Slides which the county made for us from plates of Egyptian wall paintings were chosen to show control over nature, communication, cooperation and spiritual and intellectual activity.

2. Slides from the World Civilization files were used to study Egyptian painting, sculpture, and architecture.

   a. Relief painting, e.g.

      (1) Maidum Geese
      (2) birds being hunted with a throw stick, Tomb in Thebes, New Kingdom
      (3) scenes from the Amarna period showing Ikhnaton and his family

   b. Sculpture, e.g.

      (1) Chephran
      (2) Nephertiti
      (3) The Seated Scribe
      (4) Tutankhamun
      (5) Rameses II

   c. Architecture, e.g.

      (1) step pyramid at Sakkara
      (2) three pyramids at Giza
      (3) temple at Karnak
      (4) temple of Amon-Re at Luxor
      (5) mortuary temple of Hatshepsut at Deir at-bahari
      (6) temple of Rameses II at Abu Simbel

   d. Additional slides of jewelry, inlaid chests, furniture from the tomb of Tutankamun, and the slate cosmetic palate of King Narmer (Menes) were also used in studying Egyptian art.

C. Filmstrips

1. "Egypt: Land of the Pharoahs." National Geographic Society, coordinated with a record of commentary.

(The following were placed in the audio-visual center rather than used in class.)

2. Epic of Man Series
   54. "Coming of Civilization"
   55. "Sumer: First Great Civilization"
   56. "The Oldest Nation: Egypt"
   57. "Egypt's Eras of Splendor"

3. Rise of Civilization Series
   155. "Rise of Egyptian Civilization"
   156. "Birthplaces of Civilization"
   157. "Rise of Mesopotamian Civilization"

D. Records

1. "Ancient and Oriental Music," The History of Music in Sound, vol. I, R.C.A. Victor, Oxford University Press.

   A good section on Egyptian music--excellent booklet with individual commentary.

2. Judith Anderson Reading "The Book of Judith" and Claire Bloom Reading "The Book of Ruth," Caedmon.

3. The Psalms in Hebrew and in English, Morris Carnovsky reading, Spoken Arts, Inc.

III. ADDITIONAL MATERIAL

A. Bennett, Robert A., and Verda Evans, Types of Literature. Boston: Ginn and Company, 1964. See Appendix, Unit II for selections used.

   A good text for intelligent high school freshmen. The authors have chosen and arranged selections imaginatively and do not patronize either the student or the teacher.

B. "The Bible," Life (Special Double Issue), vol. 57, No. 26, Dec. 25, 1964.

   An illustrated historical analysis of the Old and New Testaments. Pages 16-76 include an account of the history of the Ancient Hebrews.

C. Boyd, Malcolm, Are You Running With Me, Jesus?. New York: Avon Books, 1965.

   A personal, direct and contemporary expression of Boyd's devotion to and love for God and his fellow man. "This book destroys the conventional distance between prayer and 'ordinary life.'"

D. Brown, Brian, The Wisdom of the Egyptians. New York: Brentanos, 1923.

   A collection of Egyptian letters, poetry, and inscriptions from The Book of the Dead.

E. Keller, Werner, The Bible as History. New York: William Morrow and Company, 1964.

   A useful reference for teachers and students regarding the influence of environment and of other civilizations on the Ancient Hebrews.

F. Larousse World Mythology. London: Paul Hamlyn Limited, 1965, pp. 25-54, 85-96.

Authoritative source for the mythology of Egypt and the Western Semitic Lands.

G. MacLeish, Archibald, J. B. Boston: Houghton Mifflin Company, 1958.

A play in verse which returns to the theme and many of the words of the Biblical Job. Applying these to out contemporary civilization, MacLeish poses the questions which Job asked and shows that these same questions are also crucial for our time.

H. Orlinsky, Harry M., Ancient Israel. New York: Cornell University Press, 1967.

A brief, but very useful history of the Hebrews; well-written and interesting to read.

I. White, Elizabeth, and Joan Wofford, Understanding Literature. New Haven: Ginn and Company, 1967. See Appendix, Unit II for a list of selections used.

A good text for intelligent high school freshmen. The authors have chosen and arranged selections imaginatively and do not patronize either the student or the teacher.

J. Woldering, Irmgard, The Art of Egypt: The Time of the Pharoahs. New York: Greystone Press, 1965.

A useful book for a basic knowledge of Egyptian painting, sculpture, and architecture. It includes plates, many diagrams, and figures to illustrate the text.

APPENDIX: THE ANCIENT NEAR EAST, THE EGYPTIANS AND THE HEBREWS

STUDY QUESTIONS: MAGOFFIN, CHAPTER 2

"How the Ancient Egyptians Made Civilized Life in the Fertile Valley of the Nile"

1. Write one significant question about the Egyptian religion.
2. Write one sentence which states a significant influence of geography on the religion of the Egyptians.
3. Write one sentence which states a significant influence of geography on the political activity of the Egyptians.
4. Write one sentence which states a significant influence of geography on the economic activity of the Egyptians.
5. Page 41: "...Religion affected the life and thought of the ancient Egyptians more than anything else..." Support this statement by writing two sentences using specific detail about each of the following: 1) Egyptian government (political activity), 2) Egyptian architecture, art, or literature (cultural activity), 3) Conduct and daily life of the Egyptian people (social activity).
6. Page 48: "People in other parts of the ancient Near East had been doing much more fighting than the Egyptians, and knew more about war." Why can the author make such a statement? Without looking up any information, list as many reasons as you can why a group of people might be war-like.
7. List the social classes in Egypt. Was there a middle class? What does the term middle class mean to you? What occupations do middle class people engage in in the U. S. today?

BOOK CLOSED: CHAPTER FINISHED

8. Write a paragraph about the effect of religion on cultural activity. Use either major/minor, or general to specific development. Be careful to include enough specifics to make your paragraph coherent and well developed.
9. Taking into consideration that good questions call for significant answers, write one question concerning the influence of religion on Egyptian civilization and one question concerning the ideas the Egyptians, Hebrews, or Babylonians borrowed or shared.

VOCABULARY TERMS

social activity	centralization	Osiris	Amenhotep IV
cultural activity	empire	Ra	Tutankhamen
absolutism	imperialism	Isis	Menes or Narmer
bureaucracy	dynasty	Aton	Battle of Kadesh
pharoah	polytheism	shadoof	Hyksos
monarchy	monotheism	Annubis	
theocracy	nomes	Iknaton	
aristocracy	hieroglyphics	Cheops	
militarism	diety	Ba	
autocracy	rites	Ka	

OLD TESTAMENT SELECTIONS FOR STUDENTS' USE

Please read the following selections. As you read, make a note of the kind of information the selection gives you. (e.g. Exodus 23:10-12: The Ancient Hebrews controlled nature; therefore, they were at this time at least as civilized as neolithic men.)

1. Exodus 23:10-12
2. Nehemiah 4:16-17
3. Genesis 11:1-9
4. Genesis 22:1-19
5. Leviticus 13:29-31
6. Ecclesiastes 12:8-14
7. Leviticus 13:29-31
8. Proverbs 31:13-27
9. II Kings 9:30
10. Jerimiah 4:30
11. Leviticus 13:20-31
12. Leviticus 10:6-11
13. Genesis 37:14-17
14. Ecclesiastes 11:9-10
15. Job 19:14-23
16. Ecclesiastes 11:1
17. Genesis 17:1-7
18. Job 10:1-9
19. I Samuel 31:1-13
20. Leviticus 16:20-26
21. II Chronicles 7:11-16

OLD TESTAMENT SELECTIONS FOR TEACHERS' USE

Elements of Civilization

Control over nature: Exodus 23:10-12
Cooperation: Nehamiah 4:16-17
Communication: Genesis 11:1-9
Religious and Intellectual Activity: Genesis 22:1-19
Leviticus 2:1-3
Ecclesiastes 12:8-14

Political Activity: Leviticus 13:29-31

Social Activity: Proverbs 31:13-27
II Kings 9:30
Jerimiah 4:30

Religious Activity: Leviticus 13:29-31
Leviticus 10:6-11

Economic Activity: Genesis 37:14-17

The Humanities:

What is my relationship to self? Ecclesiastes 11:9-10
What is my relationship to my fellow man? Job 19:14-23
What is my relationship to God? Genesis 17:1-7
Job 10:1-9
What is my relationship to the state? I Samuel 31:1-13

Two examples which combine several of the above--not necessarily all:

Leviticus 16:20-26
II Chronicles 7:11-16

DOCUMENTS SHOWING HEBRAIC INFLUENCE ON WESTERN CIVILIZATION

1. Boyd, Malcolm, Are You Running With Me, Jesus? (a book of modern prayers).
2. Björnson, Björnstjerne, "The Brothers," Understanding Literature.
3. Clough, Arthur Hugh, "The Latest Decalogue," Understanding Literature.
4. Howe, Julia Ward, "The Battle Hymn of the Republic."
5. MacLeish, Archibald, J. B.
6. "The Pledge of Allegiance to the Flag of the United States of America."
7. Yeats, William Butler, "The Indian Upon God," Types of Literature.
8. Slides or pictures of simple churches to indicate that the Hebrews were the first people to congregate to worship their God.
9. Slides from The Family of Man.

TEST A: EGYPT

I. Write one well-constructed sentence which reveals specific knowledge about Egypt as developments there relate to the four elements of civilization. (Space was provided on the test paper for the answer.)

A. Control over nature in Egypt:
B. Cooperation in Egypt:
C. Communication in Egypt:
D. Spiritual or intellectual activity in Egypt:

II. Herodotus, a Greek historian who wrote in the 5th century B.C., said, "The Egyptians are the most religious of men." Why might this be considered a valid statement? Use complete sentences. Organize your answer in the clearest way you can. (Space was provided on the test paper for the answer.)

III. Categorize the following activities as either economic, political, or religious.

Place an A beside economic activities
Place a B beside political activities
Place a C beside religious activities
(We are not trying to be tricky. Choose the most obvious category.)

___1. Egyptians used the shadoof and water wheel to irrigate crops.
___2. During the first intermediate period the nobles caused disorder in order to gain power.
___3. The militaristic attitude of rulers during the New Kingdom led to expansion of empire.
___4. The Egyptians enjoyed the pomp and ceremony associated with processions arranged by the priests.
___5. In Egypt the land was divided into nomes.
___6. The Egyptians traded with other peoples in the Near East.

IV. Categorize the following activities as either cultural or social.

Place an A beside cultural activities
Place a B beside social activities
(See note in parenthesis above.)

___1. The priests in Egypt formed a separate class.
___2. Wealthy Egyptian women wore jewelry.
___3. Egyptians enslaved captured enemies so that they could have more leisure time.
___4. Music and dancing were highly developed arts in ancient Egypt.
___5. Education was controlled by the priests.
___6. Intermarriage within families was a custom used to insure a familiy's continuance in power.

V. True or false: Write the Word in the blank.

___1. The religion of Ancient Egypt was monotheistic.
___2. Myths never change because men do not change their ideas about their relationship to the powers they consider to be divine.
___3. Ancient Egyptian art can be said to "adhere (stick) to convention rather than to visual truth."
___4. Egyptians conceived of and pictured the Ba as a bird.

___5. The Egyptian idea of life after death (The Other World) was that it would be plesant and much like the ideal, every-day life.
___6. The Book of the Dead contains writings and records of the government and administration of dead nobles.
___7. The personal letters of the Egyptian ruling class show that we have nothing in common with these strange people; therefore, we can look to them only for oddly amusing comments rather than for literature which examines the nature of life and its problems.
___8. Iknaton's influence is reflected by monotheism in religion and realism in art.
___9. We can determine from the artifacts of Egypt that the society was probably aristocratic in nature.
___10. Changes in mythology can come about as a result of changes in government or because of invasions.

VI. Label the following statements either "general" or "specific." Write out the word.

___1. "The Egyptians seem to have prospered under the pharaohs of the New Kingdom."
___2. "The Egyptians made great progress in communication."
___3. "On the walls of tombs, painters portrayed the life of their time in a realistic fashion."
___4. "There we see carpenters, masons, engravers, weavers, miners, metal workers, paper makers, and scribes at work."
___5. "One fine example of Egyptian glass which has been found is a complete dinner set consisting of a hundred pieces, all made of clear, yellow crystal."

VII. Interpreting a document--a poem: Check the valid conclusions which could be drawn from reading the following peom written by an ancient Egyptian.

Behold, the poor of the land have become rich;
The possessor of property is now one who has nought.
Behold, servants have become masters of butlers;
He who was a messenger now sends another.
Behold, he that had not a loaf is the possessor of a granary;
His magazine (storehouse) is equipped with the goods of another.
Behold, noble ladies go hungry;
What was prepared for them now goes to sate (satisfy) the king's men.

___1. This poem could have been written by a person belonging to the landed nobility before the First Intermediate Period.
___2. Egyptians wrote poetry to protest economic and political events.
___3. Egyptian literature concerned only religious subject matter.
___4. The kings of Egypt never had any political problems because they were respected as gods.
___5. During times of unrest in a land, changes occur even if most people tend to be conservative.
___6. Wealth is based on the possession of land in the center of cities.

VIII. Interpreting a Document--art: View the slide. Place a check in the blank beside those statements which are logical conclusions based on the slide.

___1. The Egyptians had control over nature.
___2. The Egyptians communicated.
___3. The Egyptians cooperated.
___4. The Egyptians had spiritual activity.
___5. The Egyptians had intellectual activity.
___6. Egyptian artists were not allowed to portray life realistically.
___7. Egyptian artists had no freedom.
___8. Egyptian art was ideographic.

IX. Periodization of Egypt: Name in chronological order the periods of Egyptian history. (Space was provided on the test paper for listing six periods of Egyptian history.)

X. Fill in the blanks

1. The Mediterranean Sea lies to the _____ (direction) of Egypt.
2. The Red Sea lies to the _____ (direction) of Egypt.
3. The source of the Nile River is _____ (direction) of Egypt.
4. The land area at the mouth of the Nile which was built up by silt deposits is called a _____.
5. Name any two cities which were important in any period of ancient Egyptian history: _____, _____.
6. The small and rugged land area to the east of Egypt and to the north of the Red Sea is the _____ _____.
7. The ancient writing of the Egyptians could be translated after the discovery of the _____ _____, which provided a key to the Hieroglyphics.
8. The organized system of government in which lower officials receive their orders from those high up, and the highest officials receive instructions from the head of the government is called a _____ system.
9. Rameses II fought the Hittites at _____ in 1285 B.C.E.

XI. True or False. Write out the word.

___1. Most Egyptian sculpture is massive.
___2. Most Egyptian sculpture is rigid and conventional.
___3. Conventional poses for priests, pharoahs, and scribes were adopted by the 2nd dynasty.
___4. Island relief is sculpture which you can walk around.
___5. In most Egyptian sculpture you can still visualize the block.
___6. Egyptian sculptors used the concept of wieght and support.
___7. Egyptian columns were based on natural vegetation from which the first houses were made.
___8. The pylon is the most dangerous snake in Africa.
___9. Egyptian architects used the additive approach.

TEST B: VOCABULARY QUIZ

Directions: After choosing the three (3) words from the list below which you clearly understand, write one sentence which defines the term and one sentence which uses the word in a sentence that reveals some knowledge about Egypt.

Choose three of the following words: aristocracy; monarchy; absolutism; bureaucracy; centralization; empire; polytheism; cultural activity; social activity. (Space was provided on the test paper for the answer.)

Directions: Match the following terms.

___1.	Osiris	A. Device for raising water into irrigation ditches
___2.	shadoof	B. God whose resurection began an important idea about life after death
___3.	nomes	C. People who conquered the Egyptians c. 1800 B.C.
___4.	Kadesh	D. Place at which Egyptians and Hittites fought an important battle in 1285 B.C.
___5.	Ka	E. Pharaoh who tried to change religious ideas in Egypt
___6.	Iknaton	F. Land division for political purposes
___7.	Hyksos	G. Word used to describe the personality or soul which would return after death to inhabit the tomb
___8.	diety	H. First Egyptian king to unite Upper and Lower Egypt
___9.	Menes	I. Name for sun god
___10.	Aton-Ra	J. Person or thing endowed with god-like qualities

TEST C

Assignment: Write a general to specific expository paragraph on either the cultural or religious activities of the Egyptians.

TEST D: ANCIENT HEBREWS

I. Humanities question and answer

A. In a complete sentence state the humanities question which is under discussion in the passage below. (We understand that you must choose the question which seems most obvious to you.)

B. In complete sentences, give <u>two</u> ideas and/or feelings that the writer records in the passage. (Do not merely <u>rephrase the content</u>; indicate how the writer answers the question.) (Space was provided on the test paper for the answer to the question.)

> "When thou goest out to battle against thine enemies, and seest horses, and chariots, and a people more than thou, be not afraid of them for the Lord thy God is with thee, which brought thee up out of the land of Egypt.
>
> And it shall be, when ye are come nigh unto the battle, that the priest shall approach and speak unto the people.
>
> And shall say unto them, Hear, O Israel, ye approach this day unto battle against thine enemies. Let not your hearts faint, fear not, and do not tremble, neither be ye terrified because of them."
>
> Deuteronomy 20:1-3

II. True or false: Write out the words. Contemporary conflict between Arabs and Israelis

____1. The Six Day War of 1967 was won by the Arabs because their military force was superior to that of the Israelis.
____2. Interested nations, including the United States and Russia, seem to fear that the situation which exists could cause a conflict which would involve the world powers.
____3. The United Arab Republic is led by King Hussein of Syria.
____4. The Arabs are largely dependent upon Russia for financial aid and for military assistance.
____5. The El Fatah organization favors peaceful negotiations between Arabs and Israelis.

III. Write a well organized, fully developed paragraph using major-minor development. (Space was provided for the paragraph on the test.)

<u>Explain the influence of the ancient Hebrew's religion upon their activities</u>.

Compose your own topic sentence. <u>Limit</u> the subject as you see fit. Include as much specific information as you can so that readers will know that you are well informed and that your topic sentence is valid. <u>Plan</u> before you begin by making an outline on the back of the first page of this test. Write neatly and proofread to correct answers errors.
READ INSTRUCTIONS CAREFULLY!!!

IV. In complete sentences answer the following questions about the passage below: A. Does the passage discuss political, social, economic, or cultural activity? B. What does the passage reveal about the activity you have selected? (Space was provided for the answer.)

"And the Lord appeared unto him (Abraham) in the plains of Mamre;
and he sat in the tent door in the heat of the day;
And he lifted up his eyes and looked, and lo, three men stood by him, and when he saw them, he ran to meet them from the tent door, and bowed himself toward the ground,
and said, My Lord, if now I have found favour in thy sight, pass not away, I pray thee, from thy servant.
Let a little water, I pray you, be fetched, and wash your feet, and rest yourselves under the tree,
And I will fetch a morsel of bread, and comfort your hearts; after that ye shall pass on; for therfore are ye come to your servant.
And they said so do, as thou hast said."

Genesis 18:1-5

V. In complete sentences, explain what the following passage reveals about the presence and extent of the four elements of civilization: Control over nature; Cooperation; Communication; Intellectual or spiritual activity. Refer to the passage; do not merely generalize. Try not to say the same thing over and over again. (Space was provided for the answers to the following questions.)

"But the Jews that were at Shu'shan assembled together on the thirteenth day thereof, and on the fourteenth day thereof; and on the fifteenth day of the same they rested, and made it a day of feasting and gladness.
Therefore the Jews of the villages that dwelt in the walled towns made the fourteenth day of the month of A'dar a day of gladness and feasting, and a good day, and of sending portions one to another.
And Mordecai wrote these things, and sent letters unto all the provinces of the king Ahasuerus, both nigh and far, to establish this among them, that they should keep the fourteenth day of the month of A'dar and the fifteenth day of the same, yearly."

Esther 9:18-21

VI. List three ideas that are basic to Western Civilization.

VII. List the five divisions of a typical plot line of a short story (in order please).

VIII. List three characteristics of any drama.

IX. List three characteristics of lyric poetry.

X. In complete sentences, give two comments which show that you understand the influence of Hebraic ideas reflected in this modern poem.

Recessional by Rudyard Kipling

God of our fathers, known of old,
Lord of our far-flung battle line,
Beneath whose awful Hand we hold
Dominion over palm and pine--

Lord God of Hosts, be with us yet,
Lest we forget--lest we forget!

Far-called, our navies melt away;
  On dune and headland sinks the fire.
Lo, all our pomp of yesterday
  Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget--lest we forget!

For heathen heart that puts her trust
  In reeking tube and iron shard,
All valiant dust that builds on dust,
  And guarding, calls not Thee to guard,
For frantic boast and foolish word--
Thy mercy on Thy People, Lord!

XI. Multiple choice

____1. The major theme of Job is A) God punishes the just and unjust equally; B) man has no right to question God; C) man has a right to question God so long as he maintains his faith in and love for God; D) if a man sins he will be punished by God.
____2. The name Ruth is symbolic because it means A) the loveable; B) the deserter; C) the loyal one; D) the stranger.
____3. The government of the ancient Hebrews can best be described as A) theocratic; B) democratic; C) republican; D) all of the above.
____4. The period described as the exodus was A) the escape from Babylon; B) the time of wandering in Canaan; C) the escape from Egypt; D) the dispersal by Rome.
____5. The Torah is A) the first five books of the Old Testament; B) the Psalms of David; C) the house of worship visited in D. C.; D) a special robe worn by high priests.
____6. The man who became the Hebrew's leader after the death of Moses and who began the conquest of Canaan at Jericho was A) David; B) Saul; C) Joshua; D) Boaz.
____7. The view of God revealed in the Old Testament was shaped by A) nomadic existence; B) the sojourn in the wilderness; C) the success in the conquest of Canaan; D) the Babylonian Captivity; E) all of the above.
____8. A theme in the Book of Ruth is A) that the rich should not give to the poor; B) that foreigners should not be welcomed by the Hebrew people; C) that man has a right to question God; D) that people should be loyal to one another.

XII. True or false: Write out the words.

____1. Family ties were strong among the ancient Hebrews because religious laws affected family relationships.
____2. The religion of the Hebrews never changed because the experiences of these people were limited by their isolation from other groups.
____3. The theory of borrowing and sharing is applicable to the civilization of the Hebrews.
____4. Because of their religious beliefs, the Hebrews refused to engage in war.
____5. The Hebrews refused to adopt any Greek customs during the years they lived under Greek domination.

____6. Abraham unified the Hebrews into one nation.
____7. Boaz could not marry Ruth because Ruth's next of kin wanted to marry her.
____8. The Hebrews became God's chosen people through a mutual covenant.
____9. Job finally agrees with his friends; he feels he must have sinned.
____10. The Hebrews were the only people to have an ethical code based on their religion and given by their God.
____11. The valley between the Tigris and Euphrates Rivers was excellently protected from invasion by geographic barriers.

XIII. Using complete sentences show your understanding of the influence of geographic conditions upon developments in the Near East by relating any of the listed geographic conditions to <u>three</u> of the developments listed below. Do not bother to repeat the fact that the influence existed. Give an example, name places, events, proofs that specifically point out the influence of geography.

Geographic conditions:
low, rolling hills which do not form definite barriers
lack of plentiful fertile, well watered soil
abundance of oil rich lands
scarcity of sea ports available to all groups
similarity of climatic conditions

A. Development of similar tales about the deluge
B. Frequent wars for conquest of new territory
C. Nomadic way of life pursued by tribesmen
D. Similarities between Hammurabi's Code and the Ten Commandments
E. Present difficulties between Israelis and Arabs
F. Development of monotheism among the Hebrews

WORLD CIVILIZATION II

UNIT I

RENAISSANCE

POINT OF VIEW

What a piece of work is man!
How noble in reason!
How infinite in faculty!
In form and moving how express and admirable!
In action how like an angel!
In apprehension how like a god!
The beauty of the world!
The paragon of animals!

William Shakespeare did not intend these lines to be used as a definition of Humanism, but they do reflect the core of the philosophy which influenced man during the Renaissance. Although the significance which humanism places on the individual and his ability represents an extreme contrast to the position of man in the Middle Ages, it would be misleading to assume that Renaissance man was reborn with no trace of his immediate past. The Renaissance was an age of transition in which man began to assert himself as an independent and self-reliant individual who glorified everything that was human and natural in man. Since that time, the focus on man has continued, has widened, and the philosophy has taken on many new aspects. The concept that man as an individual has worth, dignity, and value dominates Western man's view of himself today. It follows that this idea also affects his relationship to his fellow man, state, and God. Humanistic ideas freed man, but they placed on him the responsibility for the betterment of the human condition. The door to the modern world had opened.

Inspired by the new spirit of individualism, Renaissance man em-

erged from a medieval atmosphere of devoutness, caste-consciousness, and other-worldliness toward an atmosphere of concern with this world and progress. This concern led to a desire for the material satisfactions which this world could provide. The humanistic spirit encouraged a revival of classical learning. The Greeks had taught that man should aspire toward an ideal of general perfection, and they had insisted not only on the dignity of all phases of human nature, but also on a belief in the general perfectability of human nature. These ideas appealed to Renaissance man, intensified his assertion of personal independence and individual expression, and gave him confidence to create new solutions for old problems. The remains of his civilization reveal his changed attitudes toward himself and this world. The changes did not come quickly nor to all countries at the same time, but they did come, and with them came a new spirit of exploration and adventure that gradually pushed back the limits of the physical and intellectual world. What we know as modern man had appeared.

SUMMARY OF METHODOLOGY: RENAISSANCE

The instructors felt that it was necessary for students to see for themselves how the philosophy of humanism permeated every aspect of Renaissance man's life and how this philosophy relates to the contemporary world. To do this, the instructors felt students should deal mainly with primary source material and the use of secondary source material should be kept to a minimum. We also felt students needed to reinforce the skill of analyzing and categorizing information, and to be able to apply this skill to every type of material used in the unit. In addition, instructors believed that if students were to become totally involved in the era, the classroom atmosphere should be kept in-

formal so that students would feel free to comment, to discuss or to question; therefore, lectures were to be avoided.

After a brief comparison of the art, music and architecture of the Middle Ages and of the Renaissance, students were asked to make generalizations which pointed out the contrasting view of life in the two periods. This was followed by a brief introduction to the philosophy of humanism, both Renaissance and contemporary. Students used primary sources including literature, art, music, and historical documents to expand their understanding of humanism. They were asked to make generalizations from the material. As they examined this material, they gathered, analyzed, and categorized information so that they would be able to defend their generalizations or to criticize those of other students. Enthusiastic study groups followed in which students openly discussed the validity of generalizations presented to the class. Students soon began to realize that the same information could be interpreted in many ways.

Logically, the generalizations which the students made, defended, and criticized concerned the influences of humanism on the major social, political, economic, cultural, and religious events of the Renaissance. From these the students could also see that many of their ideas were closely related to those of Renaissance man. With the information they gathered through the process of analyzing, categorizing, and generalizing, students were able to arrive at some significant conclusions about Renaissance man's answers to the humanities questions. They also developed some insight into their own answers to these questions and some understanding of the fact that their beliefs, attitudes, and values are deeply rooted in the past.

OBJECTIVES: RENAISSANCE

1. To understand how Renaissance man answered the humanities questions by:
   a. participating in class discussion on the subject,
   b. interpreting, in a multi-paragraph expository essay, a quotation from a literary work.

   See Evaluation of Unit for success criteria.

2. To examine personal answers to the humanities questions by participating in class discussions on the topic.

3. To show, outside the classroom, involvement in World Civilization by talking about the course and by reading unassigned material which relates to the program.

4. To understand the philosophy of humanism, and to understand how this philosophy affected Renaissance life by:
   a. participating in class discussion,
   b. writing an expository paragraph, using either major/minor or general to specific development, which shows how the humanistic idea of individualism is reflected in Renaissance painting or literature,
   c. writing a multi-paragraph expository essay on Renaissance.

5. To indicate an understanding of the humanities approach to learning by participating in class discussion comparing the philosophy evident in Medieval and Renaissance art and architecture and relating the philosophy of the two eras to the humanities questions.

6. To indicate an understanding of the characteristics and the contrasts of Medieval and Renaissance thought by:
   a. checking from lists those statements which best describe Medieval art,
   b. checking statements which distinguish Medieval life and thought from Renaissance life and thought,
   c. answering true-false questions which test an understanding of the significance of Chartres Cathedral.

7. To be able to ask good questions with attention to word choice, punctuation, parallel structure, and agreement.

8. To be able to write expository paragraphs using either major/minor or general to specific development.

9. To be able to write paragraphs of comparison or contrast.

10. To be able to write a multi-paragraph essay.

11. To give evidence of understanding the sonnet, as a literary form, by explicating an unfamiliar sonnet and by responding to specific short answer questions.

12. To be able to answer questions on a short quiz which tests vocabu-

lary and content of Don Quixote.

13. To be able to interpret how painting or sculpture reflects humanism by writing a paragraph which explains humanism in art.

14. To be able to show an understanding of a Shakespearian play by writing a multi-paragraph expository essay which discusses a quotation from the play.

15. To be able to answer true-false questions which test general knowledge of the Renaissance.

16. To indicate an understanding of ideas basic to Western Civilization; to indicate an understanding of how ideas affect later events; and to indicate an understanding of long range significance of ideas by;
a. listing ideas which the author of The Rich Nations and the Poor Nations considered basic to Western Civilization,
b. listing ideas stimulated by the Reformation and by describing a modern development which has resulted,
c. participating in class discussion of the humanistic ideas in a Sartre essay.

17. To show an understanding of the principles of cause and effect in history, as outlined by Gustavson, by:
a. applying them in class discussion to developments in the Renaissance,
b. applying them to a contemporary event.

18. To be able to transfer learning gained from one body of material to a piece of unfamiliar material by:
a. reading two differing interpretations of an unfamiliar Renaissance event or development, and by indicating in writing an understanding of the two interpretations and by indicating in writing an awareness that they are only two interpretations,
b. applying the principles of cause and effect in history, as outlined by Gustavson, to a contemporary event.

19. To be able to draw relationships between the past and the present by:
a. naming one political figure in the 19th or 20th centuries who applied the maxims of Machiavelli and by explaining why the choice was made,
b. applying the principles of cause and effect in history, as outlined by Gustavson, to a contemporary event,
c. by participating in class discussion of the humanistic ideas in a Sartre essay,
d. writing an expository paragraph either comparing one aspect of Renaissance society with the same or similar aspect of modern society.

20. To understand history as interpretation by:
a. participating, as a member of a panel or as a member of an audience, in a discussion of various interpretations of the Renaissance,

b. reading two differing interpretations of an unfamiliar Renaissance event or development and indicating, in writing, a recognition that the passages are interpretations.

21. To be able to recognize the activities of man as social, political, economic, cultural, or religious by:
a. participating in class discussions focusing on the social, political, economic, cultural, and religious developments in Renaissance Europe and Tudor England,
b. checking from a list those statements which describe Medieval government,
c. checking from a list those statements which describe the Medieval economic system.

22. To be able, given specific facts, to arrive at a generalization and to be able to support a generalization with specific facts by:
a. writing one generalization that can be logically deduced from a list of given facts,
b. checking those items in a list which support a given generalization.

23. To be able to write identify questions.

BLOCK PLAN: RENAISSANCE

Day	Period 5	Period 6
1	AB-104-106-KS CD-200-202-CM } W General Orientation	Groups A-D: Same as period 5 Continue orientation--distribute books, block plans, etc.
2	ABCD-Auditorium-CKSWM Slides and music from the Middle Ages and the Renaissance Formulate three questions which music and slides stimulated	1-201-K 3-202-C 5-106-S 2-200-M 4-104-W Discuss questions, quality of questions, and possible answers Assignment: Read Becker, pp. 15-21; Mazour, Chapter 15. Due day 4.
3	ABCD-Auditorium-CKSMW Film: Chartres Cathedral (45 mins.) Formulate three questions which the movie stimulated	Groups 1-5: Same as above Discuss questions on Chartres Cathedral View slides to distinguish Medieval art and architecture from Renaissance art and architecture Discuss how men in these two ages might answer the humanities questions Assignment: Review last year's notes on Middle Ages. "Don Quixote" from Renaissance. Due day 7.
4	Groups 1-5: Same as 6, day 3 Discussion of how philosophy and events of Middle Ages reflected or affected man's answers to the humanities questions. Mazour, Chapter 15 and Becker pp. 15-21 due Continue viewing Medieval art slides	AB-200-202-MB Film: Art Portrays a Changing World (17 mins.) Discuss film CD-104-106-WK Informal lecture-discussion: Contrasts between the Medieval and the Renaissance mind
5	Groups 1-5: Same as above Quiz: Quiz will cover basic characteristics of Middle Ages and Renaissance based on films, slides, class discussion, and text material Assignment: literature text, "Gareth and Lynette." Due day 6.	Groups 1-5: Same as 5 Sartre essay Assignment: Mazour, pp. 228-231, Becker, pp. 23-25. Due day 6.
6	Groups 1-5: Same as above Continue Sartre essay and discuss	AB-104-106-M CD-200-202-C Discuss "Gareth and Lynette"

Day	Period 5	Period 6
	"What is humanism?" based on information in Mazour and Becker	Assignment: The Reformation, Becker, pp. 24-31, Mazour, Chapter 19. Due day 10
7	I-201-K II-202-C III-200-M Introduce and discuss Don Quixote C-104-W D-106-S What is a painting?	IV-201-K V-202-C VI-200-M Introduce and discuss Don Quixote A-104-W B-106-S What is a painting
8	Continue day 7	Continue day 7
9	I-201-K II-202-C III-200-M Quiz on Don Quixote: vocabulary, content, humanism C-104-W D-106-S Renaissance painting--slides	IV-201-K V-202-C VI-200-M Quiz on Don Quixote: vocabulary, content, humanism A-104-W B-106-S Renaissance painting--slides Assignment: Fenton, Problem 14. Due day 11. Renaissance, pp. 11-22. Due day 11.
10	I-200-M II-202-C III-201-K Becker and Mazour, The Reformation due Introduce causation in history--review social, political, economic, cultural, religious categories C-104-W D-106-S Humanism in Renaissance painting-slides	IV-200-M V-202-C VI-201-K Becker and Mazour, The Reformation due Introduce causation in history--review social, political, economic, cultural, religious categories A-104-W B-106-S Humanism in Renaissance painting-slides Assignment: Take home test on Renaissance painting. Details in class. Due day 12.
11	I,IV-200-M II,V-201-C III,VI-106-S Discuss: Introduction to Renaissance in The Renaissance Study dittoed material to begin Petrarchan sonnets	AB-104-106-W CD-200-202-K Discuss Fenton, Problem 14, "The Causes of the Reformation" Assignment: Mazour (The Commercial Revolution) pp. 197-204, 232-235, Chapter 20. Due day 14. Dittoed sheets of modern poetry. Due day 15.
12	I-104-W II-201-C III-106-K Paragraphs (take home test) due Discuss Reformation; work on ans-	IV-104-W V-201-C VI-106-K Paragraphs (take home test) due Discuss Reformation; work on ans-

Day	Period 5	Period 6
	wering identify and significance questions using items from texts on Reformation	wering identify and significance questions using items from texts on Reformation
	CD-200-202-SM	AB-200-202-SM
	Journal check and study	Journal check and study
		Assignment: The Rich Nations and Poor Nations, Chapter 1. Due day 14.
13	I-200-M II-201-W } S III-202-C	IV-200-M V-201-W } S VI-202-C
	Return art paragraphs, work on writing	Return art paragraphs, work on writing
	CD-104-106-K	AB-104-106-K
	Informal lecture-discussion: Results and Long Range Significance of the Reformation	Informal lecture-discussion: Results and Long Range Significance of the Reformation
14	I-202-C II-201-S III-200-M	IV-202-C V-201-S VI-200-M
	Petrarchan sonnets, Renaissance, pp. 28-34	Petrarchan sonnets, Renaissance, pp. 28-34
	C-106-K D-104-W	A-106-K B-104-W
	10 minute quiz on Reformation Discuss Commercial Revolution, Mazour and The Rich Nations and the Poor Nations in terms of Gustavson's causation	10 minute quiz on Reformation Discuss Commercial Revolution, Mazour and The Rich Nations and the Poor Nations in terms of Gustavson's causation
		Assignment: Excerpts from The Courtier by Castligone. Due day 16.
15	Groups I,II,III,C,D: As above	Groups IV,V,VI,A,B: As above
	Continue with sonnets	Continue with sonnets
	Continue analyzing causes of Commercial Revolution; work in small groups	Continue analyzing causes of Commercial Revolution; work in small groups
	Assignment: Mazour, Chapter 18 (Renaissance Society). Due day 18.	Assignment: Renaissance, pp. 35-50 (Boccacio), pp. 304-311 (Montaign). Due day 18.
16	Groups I,II,III,C,D: As above	Groups IV,V,VI,A,B: As above
	Discuss The Courtier by Castiligone	Discuss The Courtier by Castiligone
	Groups present to class lists categorizing causes of the Commercial Revolution	Groups present to class lists categorizing causes of the Commercial Revolution

Day	Period 5	Period 6
17	Groups I,II,III,C,D: As above Discuss The Courtier Reading period	Groups IV,V,VI,A,B: As above Discuss The Courtier Reading period
18	Groups I,II,III,C,D: As above Discuss Boccacio and the short story Slide lecture-discussion on Renaissance society based on Mazour and Castiligone	Groups IV,V,VI,A,B: As above Discuss Boccacio and the short story Slide lecture-discussion on Renaissance society based on Mazour and Castiligone
19	Groups I,II,III,C,D: As above Continue to discuss Boccacio Discuss Montaigne's essay "Of the Inconstency of Our Action," content and essay form	Groups IV,V,VI,A,B: As above Continue to discuss Boccacio Discuss Montaigne's essay "Of the Inconstency of Our Action," content and essay form
20	AB-200-202-SMC Review for test C-106-K D-104-W Continue discussion of Montaigne Assignment: Locate a modern essay or short story which expresses an idea similar to one found in Renaissance humanistic writing. Due day 30.	CD-200-202-SMC Review for test A-106-K B-104-W Continue discussion of Montaigne Assignment: Renaissance, pp. 81-128, "The Prince." Due day 23.
21	AB-104-106-K CD-200-202-C Test: objective and one expository paragraph	1-201-K 3-202-C 5-106-S 2-200-M 4-104-W Journal check--journals due at beginning of period, teacher-student conference Work period on Utopia and The Prince Assignment: Ditto on Utopia. Due day 22. Short objective quiz.
22	ABCD-Langley Hall-W Lecture: Generalizations about Politics in Tudor England	I,II-104-W III,IV-106-S V,VI-201-K Discuss More's Utopia Assignment: Mazour, pp. 245-247, Erasmus' "The Praise of Folly," pp. 129-170, Renaissance. Due day 26.

Day	Period 5	Period 6
23	Groups I-VI: As 6 above Discuss Machievelli's The Prince	AB-104-106-W CD-200-202-K Discuss the value of generalizing--supporting evidence for generalizations about politics; evidence which fails to support generalizations
24	AC-200-202-MW BD-104-106-CK Discuss similarities and differences of Utopia and The Prince	Groups A-D: Same as 5 Review paragraphs of comparison and contrast Assignment: Paragraph of comparison and contrast. Due day 32.
25	A-200-M B-202-C Discuss Erasmus' "The Praise of Folly"--satire and irony CD-104-106-WK Informal lecture-discussion: Religion and Economics of Tudor England	C-200-M D-202-C Discuss Erasmus' "The Praise of Folly"--satire and irony AB-104-106-WK Informal lecture-discussion: Religion and Economics of Tudor England Assignment: Henry V. Due Day 32.
26	A-200-M Renaissance music and pastoral poetry B-202-C Shakespearean sonnets IV-201-K V-106-S VI-104-W General discussion of students' personal answers to the humanities questions	C-200-M Renaissance music and pastoral poetry D-202-C Shakespearean sonnets I-201-K II-106-S III-104-W General discussion of students' personal answers to the humanities questions
27	A-200-M Music B-202-C Sonnets C-104-W D-106-K Return tests	C-200-M Music D-202-C Sonnets A-104-W B-106-K Return tests
28	B-200-M Music A-202-C Sonnets CD-104-106-K Tudor Society	D-200-M Music D-202-C Sonnets AB-104-106-K Tudor Society Assignment: Research on modern society. Bring in articles which you have used as evidence

Day	Period 5	Period 6
		to write one paragraph either comparing or contrasting one aspect of Renaissance and modern society. Due day 31.
29	B-200-M Music A-202-C Sonnets CD-104-106-S Writing sample	D-200-M Music C-202-C Sonnets AB-104-106-S Writing sample
30	ABCD-Langley Hall-M Guest Lecturer: Mr. Bert Morton -	Continue period 5 Music of the Renaissance
31	1-104-W 3-106-S 5-201-K 2-202-C 4-200-M Discussion--contemporary essays, poetry which treat a theme similar to one studied in the Renaissance	Continue period 5
32	AB-200-202-MC Lecture: Introduction to Shakespeare--Geneology and Historical Background for Henry V V-104-W VI-201-K Generalizations about Tudor society IV-106-S Return paragraphs of comparison and contrast	CD-200-202-MC Lecture: Introduction to Shakespeare--Geneology and Historical Background for Henry V II-104-W III-201-K Generalizations about Tudor society I-106-S Return paragraphs of comparison and contrast
33	A-200-M B-202-C Discuss Henry V--Act I IV-104-W VI-201-K Generalizations about Tudor society V-106-S Return paragraphs of comparison and contrast	C-200-M D-202-C Discuss Henry V--Act I I-104-W III-201-K Generalizations about Tudor society II-106-S Return paragraphs of comparison and contrast
34	A-200-M B-202-C Continue discussing Henry V--Acts II and III IV-104-W V-201-K Generalizations about Tudor society VI-106-S	C-200-M B-202-C Continue discussing Henry V--Acts II and III I-104-W II-201-K Generalizations about Tudor society III-106-S

Day	Period 5	Period 6
	Return paragraphs of comparison and contrast	Return paragraphs of comparison and contrast
35	A-200-M B-202-C Continue discussing Henry V--Acts III and IV IV-201-K V-106-S VI-104-W Discuss paragraphs comparing one aspect of Renaissance society to the same aspect of modern society	C-200-M D-202-C Continue discussing Henry V--Acts III and IV I-201-K II-106-S III-104-W Discuss paragraphs comparing one aspect of Renaissance society to the same aspect of modern society
36	ABCD-Auditorium-M Film: Henry V	Continue period 5
37	A-200-M B-202-C Continue discussing Henry V--Acts IV and V IV-201-K V-106-S VI-104-W Discuss the humanities questions in relation to Renaissance man	C-200-M D-202-C Continue discussing Henry V--Acts IV and V I-201-K II-106-S III-104-W Discuss the humanities questions in relation to Renaissance man
38	AB-200-202-C CD-104-106-M Test: Henry V Assignment: Bring Fenton to class day 39.	Continue period 5
39	I,IV-201-K II,V-106-S III,VI-104-W Art slides and the relation of these slides to the humanities questions Essay due on Henry V	I,II-106-S III-IV-201-K V,VI-104-W Review of history as interpretation Read introduction to Fenton, "What is History?" Assignment: Read mimeographed excerpts from Burckhardt's thesis on The Civilization of Renaissance Italy. Due day 40.
40	Groups I-VI: As 6 above Discuss mimeographed excerpts from Burckhardt to establish Burckhardt's thesis regarding the Renaissance	Groups I-VI: Same as period 5 Panels on Heath pamphlet: The Renaissance: Medieval or Modern
41	I,IV-201-K II,V-106-S III,VI-104-W Discuss proposed generalizations on the Renaissance's answers to the humanities questions	ABCD-Auditorium-WCMSK Mr. Hertzler to talk about Langley High School and answer your questions about the school and school policy

Day	Period 5	Period 6
42	AB-200-202 } CMSKW CD-104-106 } Return and discuss Henry V test Work on test question for Renaissance test	Continue period 5
43	AB-200-202-CM CD-104-106-WK Test Assignment: Journals due day 46.	Continue period 5

METHODOLOGY: RENAISSANCE

Day 1

General orientation -- distribution of books, block plans, etc.

Ground rules for the conduct of the course were explained and texts were distributed and reviewed. Explanations regarding supplementary texts, library reserve regulations, etc. were made.

Day 2

Introduction to the Renaissance Unit

The students gathered in the auditorium. When they arrived, they were confronted with the simulated interior of a Gothic cathedral. Slides were used to show an altar at the front and stained glass windows on all sides. Gregorian chants were played and the students listened and looked for about ten minutes.

After the students had become acclimated to the atmosphere of a medieval cathedral, the slides and the music were changed to simulate a Renaissance church. We used slides of the interior of the Sistine Chapel because of the emphasis upon humanity and classical learning. We used polyphonic Renaissance church music of the 16th century. (Slides of the interior of Chartres Cathedral; slides of the interior of the Sistine Chapel; Gregorian Chants and 16th century polyphonic music from The History of Music in Sound)

We turned on the lights and students were asked to write down the changes they had noted regarding the music and interiors. They were then asked to write questions which would, if answered, explain why the changes had come about.

Students divided into small groups in which they discussed the changes noted and the content and quality of the questions they had written. Possible answers to the questions were also discussed. A list of changes was kept on the blackboard as students contributed ideas. A composite list of "good" questions was kept: e. g. poor question--Why did changes occur? good question--Why didn't the Medieval church have wall paintings like those in the Renaissance church?

Day 3

Film: Chartres Cathedral (45 mins.)

The film reviews medieval man's philosophy of life and the expression of this philosophy in religious art and architecture. Students were asked to formulate three good questions regarding the spirit of the Middle Ages as it is reflected in Chartres Cathedral.

Small group discussions of the film and representative slides of Medieval and Renaissance art

Questions about the film were answered. A sampling of questions formulated by students was discussed and evaluated. Students viewed a few contrasting slides and the instructors called attention to the difference between the Medieval and the Renaissance artist's techniques and apparent philosophy. We used Madonnas of the two periods and Gothic sculpture contrasted with Michelangelo's David.

Discussion of the humanities questions to recall some of the things students learned in W. C. I and to point out the approach which would be used again in W. C. II

Students discussed the answers medieval man gave to the humanities questions. We speculated about the answers Renaissance man might give; students realized that they had only a very limited basis for their speculations.

Day 4

Review through textbook assignments--Mazour and Becker

Events and characteristics of medieval society were reviewed by answering and asking pertinent questions. Students were encouraged to use last year's notes to review.

Slides were used (different from those seen by the groups the day before) to point up the answers to the humanities questions reflected in art

The most important point of the discussion was that God's omnipotent presence was very much a part of medieval man's life. Close ups of the carvings which reveal daily life situations typical of medieval cathedrals were useful.

Film: Art Portrays a Changing World (17 mins.)

This film is useful for bridging the gap between the world of the Middle Ages and the world of the Renaissance.

Discussion of the film

Students were asked to write generalizations about the Middle Ages which were made in the film. Opposite these generalizations, they were asked to write generalizations which had been made about the Renaissance. Students were encouraged to keep these lists so that they could look for further proofs of the generalizations in fields other than art.

Lecture-discussion: The Contrast Between the Medieval Mind and the Renaissance Mind

This lecture discussion pointed up, in a general way, the contrasting views of life held by men of the Middle Ages and during the Renaissance. One instructor lectured on the nature of the Medieval mind; the other lectured on the nature of the Renaissance mind. Then both instructors answered questions. The students were excited because they could see that there were some contradictions. They were intrigued because they could see that a great gap had to be bridged before they would understand how such differences could have developed.

Day 5

Quiz

This quiz was entirely objective. Comments on slides shown as part of the test were required. Understanding of the text material,

the films, etc. were also tested. The quiz was checked and discussed in class.

Sartre essay

This short essay points out extreme humanism in the modern world; man is completely free of all limits except responsibility for his actions. The document shows how far humanism has gone since its beginning in the Renaissance.

Day 6

Sartre essay continued and discussion of text material on humanism

We continued discussing the essay and moved to Renaissance humanism. The following characteristics of humanism were agreed upon: 1) Humanists denied right of Church to dictate; did not deny God, but did see decay within the Church. 2) Humanists were interested in worldly things. 3) Humanists saw man as individual and important. 4) Humanists felt individuals had the right to think and act. 5) Humanists felt happy if they felt they understood themselves. Characteristics of 20th century humanism: 1) All men, not only men of certain classes, have worth and dignity. 2) Individual men feel personal responsibility for other men.

Discussion of "Gareth and Lynette"

The "Gareth and Lynette" discussion focused on Renaissance concepts of humanism and chivalry as idealistically applied to medieval subject matter. Gareth and Don Quixote were compared: character, ideals of chivalry, application of ideals.

Day 7

Introduction to Don Quixote

The song, "The Impossible Dream" from the musical Man of La Mancha, was played. The discussion centered on whether the idea expressed by the song was consistent with the view of Don Quixote the students had found in the book.

Introduce Renaissance Art: Lecture: What is a Painting?

In order to view Renaissance art intelligently, we felt that the students needed to refresh their knowledge about painting. This lecture followed generally the points in John Canaday's essay entitled "What is a Painting?" in the Metropolitan Museum of Art Series. Slides were used to illustrate various techniques discussed. Examples of Renaissance art were taken from the McGraw-Hill Color Slide Program of the World's Art.

Day 8

Discuss Don Quixote

The writing style of Cervantes was discussed with particular reference to satire. We considered two levels: satire of medieval chivalry and the satire of Renaissance society which sees Don Quixote as a mad man to be laughed at and scorned. This was followed by a brief discussion of the picaresque novel as a literary form.

What is a painting?

Same as day 7, different groups.

Day 9

Quiz on Don Quixote

The quiz included objective questions which tested the content and the philosophy of humanism as it applies to Don Quixote, and the vocabulary for the discussion of the form of the novel. The quiz was corrected in class and points of confusion were discussed.

Renaissance painting

The discussion of painting was carried on in small groups, and slides were used to illustrate characteristic artists and subject matter. We concentrated on Italian and Flemish paintings. The McGraw-Hill series and slides taken in Italy by team members were used, but filmstrips could be used. The paintings of comfortable interiors, and richly dressed sitters and patrons revealed Renaissance man's desire for the material satisfactions of this world.

Day 10

The Reformation

We emphasized events and terms covered in the texts. We also introduced the concept of causation in history as it applies to the Fenton problem.

Humanism in painting

We conducted small group discussions about the influence of humanism in painting. This discussion reinforced the characteristics of humanism and helped students synthesize knowledge of characteristics of artist's techniques with the expression of humanistic ideas which were evident. For example, Michelangelo's painting from the ceiling of the Sistine Chapel showing the creation of man can be used to show the continuing religious orientation of the artist who places new emphasis on the human figure. Man's perfect nature and his God-given sense of goodness is illustrated by the artist because he is a humanist.

Take-home art test

The students were assigned an expository paragraph which would explain the expression of humanism in any Renaissance painting. This was the first writing assignment of the year. It was used to determine students' understanding of humanism expressed in art and to determine which paragraph writing skills would have to be reinforced and/or re-taught.

Day 11

Discussion of the introduction to The Renaissance, ed. Edward H. Weatherley

Students had been encouraged to underline the most important general ideas in Mr. Weatherley's introduction to the anthology. This

summary of the Renaissance is better than the history text. Careful attention was given to the ideas expressed and to the overview of literary and philosophic development. The scope, vitality, cosmopolitanism, richness of classical background, the humanistic outlook, and the experimental nature of Renaissance literature were pointed out as characteristics to look for in the selections.

Introduction to the sonnets of Petrarch

Instructors composed and dittoed a short essay about Petrarch, his life, his ideas, his philosophy (humanism). A ditto which explained the Petrarchan sonnet form was also handed out. These were discussed and one sonnet was explicated. Students appreciated their knowledge of Greek and Roman mythology because it helped them to understand the many classic references.

Discussion of Problem #14 in Fenton, "Causes of the Reformation"

The major causes defined in the reading were: background causes, immediate causes, technological causes, environmental factors as causes, individuals' influence as causes, etc. These were applied to the Reformation by Fenton. Students talked about the difficulties of determining causes of historical events; the causes of Renaissance man's particular answers to the humanities questions were discussed. The swift rise of Protestantism and the singular characteristics of its leaders who proposed varied solutions to old problems were noted.

Day 12

The Reformation

We discussed the text material which, although sketchy, is filled with terms that are unfamiliar. We made sure that students understood such words as indulgences, penance, recant, heresy, etc.

Then we shifted the discussion to the techniques for handling test questions which require identification of terms. We emphasized that the following were important: Who or what; when; where; significance (short and long range). We practiced with the terms Martin Luther and "indulgences." In this way we managed to bring out important points about the Reformation and to prepare students to handle a particular type of test question.

Journal check and study

We checked on selections in each journal, made a comment, and estimated whether students had written often enough to benefit from this activity.

Collect art take-home test paragraph

Day 13

Return paragraphs on humanism as an influence on art

Dittoed copies of three of the best paragraphs were handed out. The content of each was evaluated by students in groups of four or five. Then each student outlined the sample paragraphs by underlining the topic sentence, placing double lines under the words

which controlled the paragraph, and placing appropriate letters and numbers to indicate value and relationship of points made in the paragraph. After this, instructors and some students helped with individual problems. Revisions were required. (Note: When revisions are required, the instructor who is responsible deals with problem papers on an individual schedule.)

Informal lecture-discussion: Results and Long Range Significance of the Reformation

The idea of the discussion was that events of major historical significance have immediate and long range results. For example: humanistic ideas of individual responsibility resulted in man's search for Christian salvation, in strengthening of the national state, in religious intolerance, in the subsequent growth of religious tolerance and in colonial expansion. Students were asked to explain some effects of the Reformation on their ideas and actions.

Day 14

Petrarchan sonnets, Renaissance, pp. 28-34

The students and instructors explicated the sonnets in terms of technique and as reflections of humanism. Sonnets reflect humanism in that they show the personal and individual feelings expressed by one individual to another.

Ten minute quiz on the Reformation

The quiz required students to choose one of several terms and identify this term as they had been taught to do, e. g. 95-Theses.

Discussion of the Commercial Revolution and The Rich Nations and the Poor Nations

Discussion began with a review of the ideas presented in The Rich Nations and the Poor Nations. Four revolutions, the revolutions of equality, this worldliness, rising birth rates, and scientific change, brought material wealth to the West. The basic Western ideas of the Greek view of law, the Judeo-Christian idea of equality, and the belief in capital, saving and science brought about these revolutions. The ideas can be discussed in terms of the relationship of these revolutions to The Commercial Revolution, the major ideas of Western civilization, cause and result, and long range significance. Further discussion of these ideas was continued throughout the days spent on the commercial revolution.

The terms "commercial revolution" and "mercantilism" were discussed. Students were assigned to small groups within the class to begin to classify the information in Mazour into the nine categories of causation outlined in Fenton, Problem #14. The major purpose of this activity was to get the students to transfer methods of historical inquiry from one situation to another. On day 16, each group was to present to the class its list analyzing the causes of the commercial revolution. Students worked at home on the assignment too. Among these causes, many included the spirit of adventure which prompted exploration and expansion of man's physical world.

Day 15

Continue with the Petrarchan sonnet - modern humanism

We continued explication of the sonnets.

John Masefield as poet laureate of England was representative of modern humanism's emphasis on the worth and dignity of all men. His "Consecration" written in 1902 dedicates his poetry to the common people, the toilers and the sufferers of the world rather than to the "princes and prelates" who had most commonly been used as subjects in earlier poetry. Although the romantics had briefly emphasized the worth of the common man in the first three decades of the 19th century, and although the rest of the century was concerned about the plight of the workers, etc., not until the first world war did man begin to feel modern humanism's emphasis on the responsibility of man to fellow men.

Stephen Spender's "Moving Through the Silent Crowd" written in the early 1930's shows not only the concern for fellow man but also the sense of responsibility toward less fortunate men. Perhaps the best political and economic statement of this feeling came in the U. S. under Franklin Delano Roosevelt.

We discussed the following ideas of modern humanism: "Individual worth and dignity" has been moving awar from respect, concern for, and responsibility toward fellow man to rampant individualism, "do your own thing" regardless of others. Students had many supports for this position as well as many proofs that "people still do care." Robert Kennedy, various church organizations and civic groups were cited as proof for the latter argument.

Continue with commercial revolution

Students worked in their small groups categorizing the information as explained above. The instructors circulated checking to see if the activity was proceeding effectively. Students found the assignment difficult initially and needed instructor help in using the categories for classification of this "new event."

Day 16

Discussion of The Courtier

Almost a full period was needed to clarify the passages from The Courtier. Some explanation of vocabulary was essential before meaningful discussion was possible. The society that Castiglione remembered with nostalgic longing was contrasted with the society of the time in which he was writing.

Student led discussion of causes of commercial revolution

Students presented their lists of the various causes of the commercial revolution. The instructors acted as advisors rather than leaders. The selection of a particular category for several pieces of information caused much student discussion. Many students disagreed about particular classifications. Each student had to defend his position. Opinions were changed in light of logical arguments. Thus the problems of interpreting history became evident. The major purposes of these discussion groups were: 1) to transfer historical method from one situation to another; 2) to see the prob-

lems of historical interpretation; 3) to see that the humanistic focus on the individual influenced the commercial revolution. Students were encouraged to apply the analyses of causation to some modern event, e. g. exploration of space.

Day 17

Discussion of The Courtier

Clarification: Castiglione was not writing The Courtier as a book of etiquette although it became a manual for social behavior.
Humanism: Castiglione's retrospective look was nostalgic, but he also firmly points the way for the individual who knows himself and follows his convictions.

Reading period

Reading period to prepare for days 18 and 19.

Day 18

Discussion of Boccaccio and the form of the short story

We handed out dittos reviewing the form of the short story--structure, theme, point of view, etc. and clarified definition of the short story. We also noted that the roots for one of the most popular contemporary forms of fiction lay in the Renaissance which revived the Greek and Roman genre.

Slide lecture-discussion of Renaissance society

Slides were used to illustrate the dress, eating habits, recreational activities, peasant life and city life of continental Europe during the Renaissance. The major points of the discussion were: developments in science and technology, new ideas in education, population growth, changing class structure, growth of cities. The discussion related closely to the information that had been presented in the discussion of The Courtier. In the rise of a middle class intent upon accumulation of wealth and worldly comforts, in the rise of universities in which classical learning was stressed, etc. the influence of humanism could be seen.

Day 19

Discussion of Boccaccio

We briefly discussed the content of two short stories, focusing on these questions: What does the story show about Renaissance life? How does the story illustrate the philosophy of humanism? What is the author's view of man?

Discuss Montaigne's essay "On the Inconstancy of Our Actions"

We distributed a ditto about the characteristics of the personal essay. The purpose, tone, development, and approach to subject matter were discussed relative to Montaigne's essay. Generally speaking, we followed the "Teacher's Handbook and Key" to Types of Literature (Ginn), pp. 141-148. Vocabulary difficulties were discussed and the basic ideas were underlined.

Day 20

Continue discussion of Montaigne

Instructors asked students how a person would act if he followed the philosophy expressed by Montaigne. Students expressed personal reactions to Montaign's ideas. Students had been asked to think about famous people who had been judged prematurely and whose later life vindicated early inconstancies. A good example of a life, which, when followed closely, reveals a great man, who held to what Montaign admired, was the life of Charles Lindberg.

Review for test

Students whose notes were well-organized led review groups. Students checked notebooks for order and completeness (all dittos etc.). Each group compiled lists of possible identification questions and topics which would be suitable for expository paragraphs.

Day 21

Test: Objective test and one expository paragraph

The test contained objective questions on all material, two identification questions, and one expository paragraph.

Journal check and study period on The Prince and Utopia

Dittoed study questions and information sheets necessary for the guided study of The Prince and Utopia were distributed. Instructors checked journals while students studied.

Day 22

Lecture: Politics in Tudor England

The lecture clarified what is meant by the word "politics:" process by which the affairs of state are conducted; law making and enforcement system. It also clarified definitions of "state," "nation" and "nation-state," established basic chronology of Tudor England, and generalized about Tudor England: i. e. the upper class ruled, power of law making and enforcing was in the hands of the few. Students were asked to be able to support or criticize generalizations in light of textbook material.

Discussion of Utopia

Prior to any discussion of Utopia, a short true/false quiz was given to test the students' ability to read primary source material, to relate this material to humanism, and to arrive at generalizations. Selected passages dealing with geography, social, and political organization of Utopia were dittoed and given to students. After a brief discussion of the excerpts, students were asked to make generalizations about the humanistic view of man which was evident in the social and political organization of Utopia.

Day 23

Discussion of The Prince

This period was used to summarize the ideas about politics expressed by Machiavelli, to discuss his motives, and to talk about the use that has been made of his treatise by modern politicians; e. g. pre-World-War-I Germany, Nigerian-Biafran conflict.

Discussion of generalizations about Tudor England

The instructor reemphasized that one talks about certain things when one talks about politics. The use of the deductive method of seeking evidence for an accepted hypothesis was reviewed. The need for careful selection of supporting evidence and the need for evaluating generalizations in light of evidence which does not support the hypothesis (generalization) was discussed. The generalizations were criticized and/or supported with evidence from the text. The importance of word choice became evident. The gradual growth of the role of the individual in Tudor government was the final point of the discussion

Day 24

Discussion of The Prince and Utopia

One English instructor and one history instructor worked with each group. Similarities and differences between the two works were pointed out: Who had the power? Who ruled? How did the ruler get the power? The role of individuals in the two forms of government was discussed. Since More and Machiavelli have been described as humanists, students had to see how these two men, who differed greatly in their ideas, could be described as humanists. Both were concerned with worldly affairs, both acted as individuals in expressing opinions etc.

Review paragraphs of comparison and contrast

Because More's ideas and Machiavelli's ideas compare in some ways and contrast in others, this seemed a good time to review this kind of paragraph development. Warriner's English Grammar and Composition was used as a guide. Students were required to write a paragraph which either contrasted or compared subject matter, ideas, philosophies, etc. Many chose to compare these Renaissance ideas with ideas which are current today.

Day 25

Discussion of Erasmus and The Praise of Folly

Terms were clarified: satire and irony. Students were given selected passages which satirized the vices of the Catholic Church and the "folly" of man. From these, students made generalizations about the influence of humanism on Erasmus, the church, and man in general

Informal lecture-discussion of religion and economics in Tudor England

The reasons for the break with the Catholic Church were described as political, but unrest during the reigns of Mary and Elizabeth was interpreted as evidence that men had confidence in their ability to decide religious matters independently. The general ways of earning a living in Tudor England were also discussed.

Day 26

Renaissance music

Students listened to approximately thirty-five minutes of motet music, forty-five minutes of English and Italian madrigals, and twenty minutes of Renaissance instrumental music. We particularly stressed the concept of polyphony. The importance of the individual line of music was particularly useful in discussing Renaissance humanism.

Pastoral poetry

Marlowe's "Passionate Shepherd to His Love" was explicated and discussed as an example of pastoral poetry and the idealism of the Renaissance. Raleigh's "The Nymph's Reply to the Shepherd" was explicated and discussed as an example of the humor and the realism of the Renaissance. These poems were discussed as typical of the kinds of sentiment being put to music in the form of madrigals.

Shakespearean sonnets

Dittoed material on Shakespearean sonnets was distributed. One sonnet was explicated. Comparisons of form, content, and style of Petrarchan and Shakespearean sonnets were made. A fifteen minute quiz at the end of the period tested students' understanding of the Italian and English sonnet forms and their ability to explicate an unfamiliar sonnet.

General discussion of the students' personal answers to the humanities questions

This was an open discussion--students were encouraged to discuss freely. Each was asked to write out his answers and to keep them for a later discussion.

Day 27

Music (See day 26)

Sonnets (See day 26)

Return tests

The test given day 21 was returned.

Day 28

Music (See day 26)

Sonnets (See day 26)

Lecture: Society in Tudor England

This lecture was very factual covering the classes, education, women, and city life of the period. On the basis of factual evidence, students were asked to make four generalizations about Tudor society. This method was used to illustrate the inductive approach to classifying information as opposed to the deductive approach used on day 23.

Day 29

Music (See day 26)

Sonnets (See day 26)

Writing Sample

Langley's English department was working on a better writing program. One hour was taken to obtain a writing sample from every student in the school.

Day 30

Guest lecturer and artist: Music of England Through the Renaissance

A former Fairfax County teacher who received his Masters Degree in Renaissance music spent the afternoon with our students. He talked about the development and characteristics of vocal music in the Renaissance and sang songs to illustrate his points. Most of the two hour period was spent in listening to him sing representative songs of the Italian and English Renaissance. This "live" and personal contact was both more effective and more conducive to the retention of knowledge than the usual lecture with records and tapes

Day 31

Discussion of the contemporary essay, short story, or poem expressing humanistic ideas

Students were asked to present the theme of their selections, to explain why their selection was classified as an essay, a short story, or a poem and to explain the humanistic ideas or attitudes expressed. The major purpose of the activity, however, was to reinforce the idea that the humanistic concern with man is a major thread in Western civilization. Also, it was one way of pointing out the close ties between Renaissance man and contemporary man.

Day 32

Lecture: Introduction to Shakespeare

The instructor reviewed W. C. I material on theme, structure, etc. by recalling what students had learned when they read Julius Caesar. Renaissance staging, costumes, sound effects, etc. were dealt with in greater detail. A few slides were used and attention was called to a bulletin board display of material about the Shakespearean thrater. We also presented the idea of chronicle plays and the historical background for Henry V.

Return paragraphs of comparison and contrast

Samples of well written paragraphs were dittoed and general errors were discussed with the group. Individual questions were answered and advice given to those who had been directed to revise their paragraphs.

Discussion of the lecture on society

Various students were asked to read their generalizations (prepared day 29) about Tudor society. We discussed word choice and the validity of the statements. Following this activity, the instructors pointed out similarities in the points discussed. This activity reviewed categories of information discussed when talking about society; e. g. manners, entertainment, social classes, education, urban life, role of women.

Day 33

Discussion of Henry V

Explication of the play with careful attention to Act I, structure, theme, etc.

Return paragraphs of comparison and contrast (See day 32)

Complete discussion of social categories and Tudor society

The class reviewed items previously discussed under social activity. Slides were shown to illustrate women's dress, city and rural life, and how dress was a symbol of class. Discussion continued by developing generalizations from evidence and the reverse process of establishing facts to suggest a generalization.

Discussion of lecture on society (See day 32)

Day 34

Discussion of Henry V

We continued to discuss the play with careful attention given to Acts II and III.

Return paragraphs of comparison and contrast (See day 32)

Complete discussion of social categories and Tudor society (See day 33)

Day 35

Continue discussing Henry V

We continued the explication of Henry V with careful attention to Acts III and IV.

Discuss paragraphs comparing one aspect of Renaissance society to the same aspect of modern society.

Students read their papers comparing Renaissance and modern society to the members of the group. These papers really initiated a somewhat superficial but interesting discussion on aspects of today's society. This same assignment will be repeated in the 18th century unit where it is hoped that having more experience, the students will go into greater depth.

Day 36

Film: Henry V (Laurance Olivier)

Since the production of the play is difficult for 20th century

students to visualize, the film was used to bring the play to life, to illustrate staging, etc. Particular attention in the follow up discussion was given to the character of Henry as an individual and as a king. The discussion brought out Shakespeare's glorification of the personality of the King. He seems to be of the people. Shakespeare is writing in support of the English monarchy.

Day 37

Discuss Henry V

We continued discussion of the play with careful attention to Acts III, IV, and V--structure, theme, characterization, etc. We pointed out the appropriateness of this play to show the rising feeling of nationalism in Elizabethan England. The discussion of humanism centered on the following: How is the humanistic element of individualism seen in the play? Why does the individualism of the king excite loyalty in the people around him?

Discuss humanities questions

We discussed the action that would follow if people personally answered the questions as the authors of the pieces of literature had done. The universal application of these questions to man and his creations was briefly discussed. Rennaissance art slides which focused on man were shown. The students were asked to speculate on the possible answers of the artists.

Day 38

Test: Henry V

A two-hour review of multi-paragraph essay form. The second hour was used to begin an outline of the essay with instructors available. The test question, centered around an explication of Hanry's soliloquy before the battle of Agincourt, asked the students to discuss The Duties of a King vs. Personal Desires of an Individual Human Being. This question was deliberately designed to require individual thought. Class discussions had provided material to support an answer without specifically discussing the problem of personal desires vs. the duties of a king. The essay was due at the beginning of the period, day 39.

Day 39

Continue discussion of the implication of the humanities questions

This was a free discussion in which students attempted to make further generalizations about Renaissance man's answers to the humanities questions. They were asked to produce their personal list of answers from day 26. They were asked, "Why the difference?"

Review concept of history as interpretation

The concept that all history is interpretation was reviewed. The students were asked to read in class the introduction to Fenton's 32 Problems which clearly makes this point. An excerpt of Burkhardt's The Civilization of Renaissance Italy was distributed for home reading to be discussed the following day.

Day 40

Short discussion of Burkhardt's thesis and student panels

The major thesis, based on mimeographed excerpts, of Burkhardt's book was established. After this the student panels presented other interpretations. Six students were divided into three pairs and each pair presented one interpretation of the Renaissance from the D. C. Heath pamphlet, The Renaissance: Medieval or Modern.

Give out the essay question

The topic of the essay was given--"Humanism: The Major Philosophy of the Renaissance"--and students were reminded that a topic must be narrowed into a specific purpose or thesis.

Day 41

Discussion of student panels and generalizations about the humanities questions

The major point of the discussion was that no one theory is wrong, but logic, word choice, presentations and mind set of the students made some interpretations more acceptable than others. In discussing the answers of Renaissance man to the humanities questions the students pointed out the fallacy of their own statements and the problems of generalizations. It was finally agreed that everything pointed to the fact that Renaissance man had begun to feel that he had great importance and potential as an individual. Many were thinking and feeling independently. Man felt that he was free and had a clue to the meaning of life. Students pointed out that many of their personal ideas came from Renaissance man's thought.

Lecture-discussion: Mr. Hertzler

The principal of the school came to the class to explain school rules and policy and to answer questions about the manner in which the school was run.

Day 42

Return essays from Henry V test--discussion of writing problems

We reviewed the structure of the five-paragraph formal esposi-tory essay and discussed content of the Henry V essays. A review of today's humanism led logically from the discussion of Henry's responsibilities as king. Do all men now feel a responsibility to others?

Work on test essay in class

Instructors continued to help on outlines and development for the formal essay on humanism.

Day 43

Test: Objective and essay

EVALUATION OF THE UNIT: RENAISSANCE

OBJECTIVE ONE A

To understand how Renaissance man answered the humanities questions by participating in class discussion on the subject. Students will be subjectively evaluated by the instructors. The students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

51 students achieved	✓+	4 students achieved	✓-
36 " "	✓	0 " "	0

SUCCESS CRITERIA

90% of the students should achieve a grade of ✓ or better.

RESULT

95% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE ONE B

To understand how Renaissance man answered the humanities questions by interpreting, in a multi-paragraph expository essay, a quotation from a literary work. The students will be graded on the basis of instructors' subjective evaluation.

HENRY V ESSAY

STUDENT PERFORMANCE

11 students achieved	A	17 students achieved	D
32 " "	B	2 " "	F
28 " "	C	1 " "	0

SUCCESS CRITERIA

90% of the students should achieve a grade of C or better.

RESULT

78% of the students achieved a grade of C or better.

OBJECTIVE TWO

To examine personal answers to the humanities questions by participating in class discussions on the topic. Students will be subjectively evaluated by the instructors with whom they discussed the topic. The students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

37 students achieved	✓+	9 students achieved	✓-
35 " "	✓	10 " "	0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

79% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE THREE

To show, outside the classroom, involvement in World Civilization by talking about the course and by reading unassigned material which relates to the program.

A questionnaire containing six questions was passed out to students. The responses indicated that over 85% of the students felt average or above involvement.

OBJECTIVE FOUR A

To understand the philosophy of humanism, and to understand how this philosophy affected Renaissance life by participating in class discussion. Students will be subjectively evaluated by the instructors. The students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent or disruptive).

STUDENT PERFORMANCE

34 students achieved	✓+	11 students achieved	✓-
25 " "	✓	21 " "	0

SUCCESS CRITERIA

35% of the students should achieve a grade of ✓+.

RESULT

37% of the students achieved a grade of ✓+ (excellent).

OBJECTIVE FOUR B

To understand the philosophy of humanism, and to understand how this philosophy affected Renaissance life by writing an expository paragraph, using either major/minor or general to specific development, which shows how the humanistic idea of individualism is reflected in Renaissance painting or literature.

TEST A: TEST QUESTION V (thirty-five possible points)

STUDENT PERFORMANCE

7	students achieved	35	points	2	students achieved	19-15	points
31	" "	34-30	"	2	" "	14-10	"
40	" "	29-25	"	2	" " below	10	"
7	" "	24-20	"				

SUCCESS CRITERIA

70% of the students should achieve 73% correct answers.

RESULT

86% of the students achieved 73% (25 points) correct answers.

OBJECTIVE FOUR C

To understand the philosophy of humanism, and to understand how this philosophy affected Renaissance life by writing a multi-paragraph expository essay on Renaissance Humanism. Students will be graded on the basis of the instructors' subjective evaluation.

HUMANISM ESSAY

STUDENT PERFORMANCE

17	students	achieved	A	14	students	achieved	D
28	"	"	B	0	"	"	F
28	"	"	C	4	"	"	0

SUCCESS CRITERIA

90% of the students should achieve a grade of C or better.

RESULT

80% of the students achieved a grade of C or better.

OBJECTIVE FIVE

To indicate an understanding of the humanities approach to learning by participating in class discussion of Medieval and Renaissance art and architecture, comparing the thought in the two eras and relating the thought of the two eras to the humanities questions. Students will be subjectively evaluated by the instructors. The students will be graded ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

24	students	achieved	✓+	23	students	achieved	✓-
40	"	"	✓	4	"	"	0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

70% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE SIX A

To indicate an understanding of the characteristics and the contrasts of Medieval and Renaissance thought by checking from lists those statements which best describe Medieval art.

TEST B: TEST QUESTIONS II AND VI (thirty-two possible points)

STUDENT PERFORMANCE

56	students	achieved	32	points	6	students	achieved	24-20	points
29	"	"	26-30	"	no students achieved below 20 points				

SUCCESS CRITERIA

75% of the students should achieve 81% correct answers.

RESULT

93% of the students achieved 81% (26 points) correct answers.

OBJECTIVE SIX B

To indicate an understanding of the characteristics and the contrasts of Medieval and Renaissance thought by checking statements which distinguish Medieval life and thought from Renaissance life and thought.

TEST B: TEST QUESTION I (twenty possible points)

STUDENT PERFORMANCE

43	students	achieved	20	points	6 students achieved 14 points
32	"	"	18	"	no students achieved below 14
10	"	"	16	"	points

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

93% of the students achieved 80% (16 points) correct answers.

OBJECTIVE SIX C

To indicate an understanding of the characteristics and contrasts of Medieval and Renaissance thought by answering true-false questions which test an understanding of the significance of Chartres Cathedral.

TEST B: TEST QUESTION III (ten possible points)

STUDENT PERFORMANCE

64	students	achieved	10	points	0	students	achieved	4 points
19	"	"	8	"	2	"	"	2 "
5	"	"	6	"				

SUCCESS CRITERIA

30% of the students should achieve 100% correct answers.

RESULT

70% of the students achieved 100% (10 points) correct answers.

OBJECTIVE SEVEN

To be able to ask good questions with attention to word choice, punctuation, parallel structure, and agreement. Students will be graded on the basis of instructors' subjective evaluation.

TEST D

STUDENT PERFORMANCE

33	students	achieved	A		6	students	achieved	D
23	"	"	B		3	"	"	F
26	"	"	C					

SUCCESS CRITERIA

40% of the students should achieve a grade of A.

RESULT

36% of the students achieved a grade of A.

OBJECTIVE EIGHT

To be able to write expository paragraphs using either major/minor or general to specific development.

TEST A: TEST QUESTION V (thirty-five possible points)

See evaluation for Objective Four B.

OBJECTIVE NINE

To be able to write paragraphs of comparison and contrast. Students will be graded according to the instructor's subjective evaluation.

TEST E (take home)

STUDENT PERFORMANCE

26	students	achieved	A	2	students	achieved	D
34	"	"	B	2	"	"	F
22	"	"	C	5	"	"	O

SUCCESS CRITERIA

85% of the students should achieve a grade of B or better.

RESULT

66% of the students achieved a grade of B or better.

TEST J (take home)

STUDENT PERFORMANCE

12	students	achieved	A	4	students	achieved	D
27	"	"	B	2	"	"	F
40	"	"	C	6	"	"	O

SUCCESS CRITERIA

80% of the students should achieve a grade of C or better.

RESULT

87% of the students achieved a grade of C or better.

OBJECTIVE TEN

To be able to write a multi-paragraph essay. Students to be graded on the basis of instructor's subjective evaluation.

TEST F

STUDENT PERFORMANCE

15	students	achieved	A	8	students	achieved	D
27	"	"	B	6	"	"	F
35	"	"	C				

SUCCESS CRITERIA

85% of the students should achieve a grade of C or better.

RESULT

85% of the students achieved a grade of C or better.

TEST H

STUDENT PERFORMANCE

13	students	achieved	A	6	students	achieved	D
31	"	"	B	4	"	"	F
37	"	"	C				

SUCCESS CRITERIA

90% of the students should achieve a grade of C or better.

RESULT

89% of the students achieved a grade of C or better.

OBJECTIVE ELEVEN

To give evidence of understanding the sonnet, as a literary form, by explicating an unfamiliar sonnet and by responding to specific short answer questions.

TEST G

STUDENT PERFORMANCE

27	students	achieved	A	3	students	achieved	D
44	"	"	B	0	"	"	F
15	"	"	C	2	"	"	0

SUCCESS CRITERIA

75% of the students should achieve a grade of B or better.

RESULT

78% of the students achieved a grade of B or better.

OBJECTIVE TWELVE

To be able to answer questions on a short quiz which tests vocaculary and content of Don Quixote.

TEST C (one hundred possible points)

STUDENT PERFORMANCE

68	students	achieved	100 points	9	students	achieved	89-80 points
11	"	"	99-90 "	3	"	"	below 80 "

SUCCESS CRITERIA

90% of the students should achieve at least 90% correct answers.

RESULT

78% of the students achieved 90% (90 points) correct answers.

OBJECTIVE THIRTEEN

To be able to interpret how painting or sculpture reflects humanism by writing a paragraph which explains humanism in art. Students will be graded on the basis of instructor's subjective evaluation.

TEST I

STUDENT PERFORMANCE

24	students	achieved	A	7	students	achieved	D
16	"	"	B	2	"	"	F
39	"	"	C	3	"	"	0

SUCCESS CRITERIA

35% of the students should achieve a grade of A.

RESULT

26% of the students achieved a grade of A.

OBJECTIVE FOURTEEN

To be able to show an understanding of a Shakespearian play by writing a multi-paragraph expository essay which discusses a quotation from the play. Students will be evaluated on the basis of the instructor's subjective evaluation.

TEST H

See evaluation for Objective Ten.

OBJECTIVE FIFTEEN

To be able to answer true-false questions which test general knowledge of the Renaissance.

TEST A: TEST QUESTION I (twenty-six possible points)

STUDENT PERFORMANCE

13	students	achieved	26 points	5	students	achieved	18-12 points
72	"	"	24-20 "	1	"	"	below 10 "

SUCCESS CRITERIA

70% of the students should achieve 77% correct answers.

RESULT

93% of the students achieved 77% (20 points) correct answers.

OBJECTIVE SIXTEEN A

To indicate an understanding of ideas basic to Western Civilization; to indicate an understanding of how ideas affect later events; and to indicate an understanding of long range significance of ideas by listing ideas which the author of The Rich Nations and the Poor Nations considered basic to Western Civilization.

TEST A: TEST QUESTION II (eight possible points)

STUDENT PERFORMANCE

21	students	achieved	8 points	6	students	achieved	3 points
10	"	"	7 "	11	"	"	2 "
18	"	"	6 "	2	"	"	1 "
17	"	"	5 "	1	"	"	0 "
5	"	"	4 "				

SUCCESS CRITERIA

25% of the students should achieve 100% correct answers.

RESULT

23% of the students achieved 100% (8 points) correct answers.

OBJECTIVE SIXTEEN B

To indicate an understanding of ideas basic to Western Civilization; to indicate an understanding of how ideas affect later events; and to indicate an understanding of long range significance of ideas by listing ideas stimulated by the Reformation and by describing a modern development which has resulted.

No valid data collected.

OBJECTIVE SIXTEEN C

To indicate an understanding of ideas basic to Western Civilization; to indicate an understanding of how ideas affect later events; and to indicate an understanding of long range significance of ideas by participating in class discussion of the humanistic ideas in a Sartre essay. The students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

20 students achieved ✓+ | 23 students achieved ✓-
36 " " ✓ | 12 " " 0

SUCCESS CRITERIA

60% of the students should achieve a grade of ✓ or better.

RESULT

62% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE SEVENTEEN A

To show an understanding of the principles of cause and effect in history, as outlined by Gustavson, by applying them in class discussion to developments in the Renaissance. Students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

38 students achieved ✓+ | 20 students achieved ✓-
28 " " ✓ | 5 " " 0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

73% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE SEVENTEEN B

To show an understanding of the principles of cause and effect in history, as outlined by Gustavson, by applying them to a contemporary event.

TEST A: TEST QUESTION IV (fifteen possible points)

STUDENT PERFORMANCE

40 students achieved 15 points | 6 students achieved 10-6 points
43 " " 14-11 " | 2 " " below 6 "

SUCCESS CRITERIA

75% of the students should achieve 73% correct answers.

RESULT

91% of the students achieved 73% (11 points) correct answers.

OBJECTIVE EIGHTEEN A

To be able to transfer learning gained from one body of material to a piece of unfamiliar material by reading two differing interpretations

of an unfamiliar Renaissance event or development, and by indicating, in writing, an understanding of the two interpretations, and by indicating, in writing, an awareness that they are only interpretations.

No valid data collected.

OBJECTIVE EIGHTEEN B

To be able to transfer learning gained from one body of material to a piece of unfamiliar material by applying the principles of cause and effect in history, as outlined by Gustavson, to a contemporary event.

TEST A: TEST QUESTION IV (fifteen possible points)

See evaluation for Objective Seventeen B.

OBJECTIVE NINETEEN A

To be able to draw relationships between the past and the present by naming one political figure in the nineteenth or twentieth centuries who applied the maxims of Machiavalli and by explaining why the choice was made.

No valid data collected.

OBJECTIVE NINETEEN B

To be able to draw relationships between the past and the present by applying the principles of cause and effect in history, as outlined by Gustavson, to a contemporary event.

TEST A: TEST QUESTION IV (fifteen possible points)

See evaluation for Objective Seventeen B.

OBJECTIVE NINETEEN C

To be able to draw relationships between the past and the present by participating in class discussion of the humanistic ideas in a Sartre essay. Students will be graded on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

35 students achieved ✓+ 20 students achieved ✓-
30 " " ✓ 6 " " 0

SUCCESS CRITERIA

70% of the students should achieve a grade of ✓ or better.

RESULT

71% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE TWENTY

To understand history as interpretation by:
a. participating, as a member of a panel or as a member of an audience, in a discussion of various interpretations of the Renaissance,
b. reading two differing interpretations of an unfamiliar Renaissance event or development and indicating, in writing, a recognition that the passages are interpretations.

Time did not allow this objective to be carried out.

OBJECTIVE TWENTY-ONE A

To be able to recognize the activities of man as social, political, economic, cultural or religious by participating in class discussions focusing on the social, political, economic, cultural and religious developments in Renaissance Europe and Tudor England. Students will be evaluated on the basis of ✓+ (excellent), ✓ (satisfactory), ✓- (unsatisfactory), 0 (inattentive, silent, or disruptive).

STUDENT PERFORMANCE

28 students achieved	✓+	21 students achieved	✓-
36 " "	✓	6 " "	0

SUCCESS CRITERIA

80% of the students should achieve a grade of ✓ or better.

RESULT

70% of the students achieved a grade of ✓ (satisfactory) or better.

OBJECTIVE TWENTY-ONE B

To be able to recognize the activities of man as social, political, economic, cultrual, or religious by checking, from a list, those statements which describe Medieval government.

TEST B: TEST QUESTION IV (twenty possible points)

STUDENT PERFORMANCE

30 students achieved	20 points	no students achieved below 14 points
61 " "	18-14 "	

SUCCESS CRITERIA

80% of the students should achieve 70% correct answers.

RESULT

100% of the students achieved 70% (14 points) correct answers.

The question was very confusing because of the years covered by the term Medieval. The term should have been Late Medieval. The data has little or no significance.

OBJECTIVE TWENTY-ONE C

To be able to recognize the activities of man as social, political, economic, cultural, or religious by checking from a list those statements that describe the Medieval economic system.

TEST B: QUESTION V (sixteen possible points)

STUDENT PERFORMANCE

41 students achieved	16 points	1 student achieved 10-8 points
49 " "	14-12 "	no student achieved below 8 points

SUCCESS CRITERIA

80% of the students should achieve 75% correct answers.

RESULT

99% of the students achieved 75% (12 points) correct answers.

The question was very confusing because of the years covered by the term Medieval. The term should have been Late Medieval. The data has little or no significance.

OBJECTIVE TWENTY TWO

To be able, given specific facts, to arrive at a generalization and to be able to support a generalization with specific facts by:
a. writing one generalization that can be logically deduced from a list of given facts;
b. checking those items in a list which support a given generalization.

No valid data collected.

OBJECTIVE TWENTY-THREE

To be able to answer identify questions. Students to be evaluated on the basis of the instructor's subjective evaluation.

TEST K

STUDENT PERFORMANCE

8	students	achieved	A	2	students	achieved	D
40	"	"	B	0	"	"	F
37	"	"	C	4	"	"	0

SUCCESS CRITERIA

80% of the students should achieve a grade of C or better.

RESULT

93% of the students achieved a grade of C or better.

TEST A: TEST QUESTION III (ten possible points)

STUDENT PERFORMANCE

37	students	achieved	10 points	15	students	achieved	7-5 points
35	"	"	9-8 "	4	"	"	below 5 "

SUCCESS CRITERIA

50% of the students should achieve 80% correct answers.

RESULT

79% of the students achieved 80% (8 points) correct answers.

BIBLIOGRAPHY: RENAISSANCE

I. TEXTBOOKS

A. Becker, Carl L., and Kenneth S. Cooper, Modern History: Europe Since 1600. Morristown, New Jersey: Silver Burdett Company, 1964, pp. 15-24, 25-31.

This is an unexciting, standard high school text which deals primarily with political and economic events of Europe from 1600 to the late 1950's. It contains very little information on the Renaissance.

B. Bennett, Robert A., and Verda Evans, Types of Literature. Boston: Ginn and Company, 1964, pp. 560-603.

Tennyson's "Gareth and Lynette" was read to show Renaissance concepts of humanism and chivalry applied idealistically to medieval subject matter.

C. Castiglione, Baldesar, The Book of the Courtier, trans. by Charles S. Singleton. New York: Doubleday & Company, Inc., 1959.

A fifteen page summary using excerpts from the book was studied as the most vivid picture of Italian court life during the Renaissance. The Courtier is a revealing portrait of social life, ethics, politics, humor, sports, and relations between the sexes. It is interesting reading.

D. Dannenfeldt, Karl H. (ed.), The Renaissance: Medieval or Modern? Boston: D. C. Heath and Company, 1959.

This pamphlet was used for student panels focusing on modern and medieval elements in Renaissance civilization. It is useful for pulling threads from W. C. I and for projecting threads through W. C. II to the 20th century.

E. Fenton, Edwin, 32 Problems in World History. Chicago: Scott Foresman and Company, 1964.
Problem 13: "Machiavelli and Realistic Politics" (from The Prince)
Problem 14: "Causes of the Reformation" (from Carl G. Gustavson, A Preface to History). See Methodology for content of these problems.

A good supplement to any history text, this book is a selection of both primary and secondary sources. Fenton has chosen selections not only to stimulate class discussion but also "to acquaint high school students with the nature of history as an academic discipline and with the writing of history as an art." Each section is preceded by an introduction and study questions.

F. Inglis, Rewey Belle, and Josephine Spear, Adventures in English Literature. New York: Harcourt, Brace & World, Inc., 1958, pp. 114-115.

Classroom sets were distributed for the students to read

Christopher Marlowe's "The Passionate Shepherd to His Love" and Sir Walter Raleigh's "The Nymph's Reply to the Shepherd" to show both the idealism and the realism of the Renaissance.

G. Mazour, Anatole G., and John M. Peoples, Men and Nations: A World History. New York: Harcourt, Brace & World, Inc., 1959, chapts. 15, 18, 19, 20.

A well-known general survey for average high-school freshmen and sophomores. This text is primarily oriented toward political and economic history. It also has brief sections on intellectual and cultural history. This book served as our basic text for the political events in Renaissance England, the Reformation, and for an introduction to humanism.

H. More, Sir Thomas, Utopia. H. V. S. Ogden (ed.), New York: Appleton-Century-Crofts, 1949.

Utopia depicts a political system which is the opposite of the one described in Machiavelli's The Prince. Utopia is an "ideal" socialist state where man's welfare is of utmost importance in the organization not only of political activities but also of social and cultural activities.

I. Sartre, John Paul, Existentialism and Human Emotions. New York: The Wisdom Library, 1957.

This is a brief compilation of essays by Sartre in which he clearly explains his beliefs about the responsibilities of man in a purposeless universe. It is a basic explanation of the philosophy of existentialism.

J. Shakespeare, William, The Works of William Shakespeare. New York: Oxford University Press (The Shakespeare Head Press Edition), 1939, Sonnets 55, 104, 116, 127, 130.

These sonnets were chosen not only to show the differences between the English and the Italian sonnet forms but also to show the developing thoughts and emotions of the poet. Sonnet 130 is particularly useful because Shakespeare is satirizing Petrarch's sonnets to the fair Laura.

K. Ward, Barbara, The Rich Nations and the Poor Nations. New York: W. W. Norton and Co., 1962, chapt. 1.

This book is an analysis of why the nations that come under the influence of Western thought became materially rich and why those nations removed from the impact of Western ideas have been slow to progress materially. (Only chapt. 1 was used at this time; students will read the remaining chapters in the 20th century unit.)

L. Weatherly, Edward H., (ed.), Renaissance. New York: Dell Publishing Co., Inc., 1962.

We used the following selections:
1. sonnets of Francis Petrarch
2. six tales from Giovanni Boccaccion's The Decameron
3. selections from Niccolo Machiavelli's The Prince

4. selections from Desiderius Erasmus' The Praise of Folly
5. three essays of Miched De Montaigne
6. selections from Miguel De Cervantes' Don Quixote De La Mancha

Literary forms (Italian sonnet, short story, essay, early picaresque novel) can be stressed with these selections and a common thread of humanism can be found for discussion. The book contains brief but helpful critical forewords for each section, biographical and bibliographical information, and a good general introduction to Renaissance life and literature.

M. White, Elizabeth, and Joan Wofford, Understanding Literature. Boston: Ginn and Company, 1967, pp. 625-707.

These freshman literature texts were used as sources for The Life of King Henry the Fifth. This drama was chosen as an excellent example of the chronicle play so popular in Elizabethan England with its rising spirit of nationalism.

II. AUDIO-VISUAL MATERIALS

A. Films

1. Art and Architecture, Lesson 3, Chartres Cathedral

16 mm film optical sound
color 30 mins.

John Canaday's study and interpretation of the Gothic Cathedral as "a towering synthesis of Medieval life and art."

producer: Encyclopedia Britannica Films

distributor: Encyclopedia Britannica Educational Corp.

1963

2. Art Portrays a Changing World: Gothic to Early Renaissance

16 mm film optical sound
color 17 mins.

This film describes the historical transformation of medieval man to modern man. It points out that Gothic art expressed the community spirit of the Middle Ages. It contrasts Gothic to Renaissance art which reflects man's awakening interest in science, nature, and himself.

producer: Johanna Alemann Films

distributor: Johanna Alemann Films

1963

3. Henry V 16 mm film optical sound
color 4 reels

Sir Laurance Olivier directs, produces and plays the lead in this film. It is an especially useful recreation of the play because it begins and ends in the setting of the

Globe Theatre as it would have been when the play was performed in Elizabethan England.

distributor: Paul Brand

B. Slides

1. Borea, Eveline, The High Renaissance: Italian Painting. New York: McGraw-Hill Book Company, Inc., 1963.

   An excellent set of slides with which to begin. This series contains an introductory essay plus detailed commentary on the individual slides.

2. Gould, C. H. M., Early Renaissance: Fifteenth Century Italian Painting. New York: McGraw-Hill Book Company, Inc., 1965.

   See above, number 1.

3. Previtali, Giovanni, Early Italian Painting. New York: McGraw-Hill Book Company, Inc., 1964.

   See above, number 1.

4. additional slides were made for World Civilization by the county and personal slides were used for Chartres, Notre Dame, St. Peter's, etc.

C. Filmstrips

1. History of Western Culture Series

   06 "Age of Exploration"
   07 "Renaissance Venice"

   These filmstrips were placed in the multi-media center for individual viewing. Neigher is really useful enough to spend class time with.

2. National Gallery of Art Series

   176 "Art of the Northern Renaissance"
   177 "Art of the High Renaissance"
   178 "Art of the Northern Italian Renaissance"
   179 "Art in Early Renaissance Italy"

   Helpful additions to slides.

3. Shakespeare's Theatre Series

   318 "The Playhouse Comes to London"
   319 "Prologue to the Globe Theatre"
   320 "A Day at the Globe Theatre"
   321 "Globe Theatre: Its Design and Construction"

   These filmstrips are very useful for visualizing the setting of the plays. They remained in the multi-media center for students to work through individually.

D. Records

*1. "Ars Nova and the Renaissance," The History of Music in Sound, vol. III, R.C.A. Victor, Oxford University Press.

*2. "The Age of Humanism," The History of Music in Sound, vol. IV, R.C.A. Victor, Oxford University Press.

*3. Elizabethan England: Its Drama, Music, and Sounds. American Heritage Publishing Co.

*4. Henry IV. The Marlowe Dramatic Society and Professional Players, London.

*5. Henry V. The Marlowe Dramatic Society and Professional Players, London.

6. The Man of La Mancha. Kapp Records, Inc.

This record was used with the study of Don Quixote. "The Impossible Dream" and "Dulcinea" were particularly stressed.

*7. Renaissance Dances. Odyssey.

*8. The Tragical History of the Life and Death of Doctor Faustus. Caedmon.

*These records were placed in the multi-media center rather than used in class.

III. ADDITIONAL MATERIAL

A. Burckhardt, Jacob, The Civilization of the Renaissance in Italy. New York: Harper and Row, eighth printing, 1965.

Even though first published in 1860, this work is still the standard study of Renaissance civilization in Italy. The social, political, economic, and religious background to the cultural developments is stressed.

B. Canaday, John, "What is a Painting?", Metropolitan Seminars in Art. New York: Metropolitan Museum of Art, 1958.

This folio is part of a concisely written series on art appreciation accompanied by plates which are analyzed comparatively.

C. Dickens, A. G., Reformation and Society in Sixteenth-Century Europe. New York: Harcourt, Brace & World, Inc., 1967.

Dickens has written a comprehensive study of the Reformation including a glossary of theological terms.

D. Ebenstein, William, Today's ISMS: Communism, Fascism, Capitalism, Socialism. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., fourth printing 1965.

We found this useful for discussions of capitalism in conjunction with mercantilism.

E. Folger Booklets on Tudor and Stuart Civilization. Ithaca, New York: Cornell University Press.

The following booklets have been written by specialists for the Folger Library (a center for Elizabethan studies with particular emphasis on Shakespeare) located in Washington, D. C., and are extremely useful.

Fowler, Elaine W., English Sea Power in the Early Tudor Period: 1485-1558.
Hale, John R., The Art of War and Renaissance England.
Haller, William, Elizabeth I and the Puritans.
LaMar, Virginia A., English Dress in the Age of Shakespeare.
Lievsay, John L., The Elizabethan Image of Italy.
Mason, Dorothy E., Music in Elizabethan England.
Mattingly, Garrett, The 'Invincible' Armada and Elizabethan England.
Penrose, Boies, Tudor and Early Stuart Voyaging.
Read, Conyers, The Government of England Under Elizabeth.
Schmidt, Albert F., The Yeoman in Tudor and Stuart England.
Stone, Lilly C., English Sports and Recreations.
Thompson, Craig R., The English Church in the Sixteenth Century.
_____, Schools in Tudor England.
_____, Universities in Tudor England.
Wright, Louis B., Shakespeare's Theatre and the Dramatic Tradition.

F. Hale, John R., Renaissance. New York: Time-Life Books, Great Ages of Man Series, 1965.

This is a general survey of the period with many excellent illustrations.

G. Hay, Denys (ed.), The Renaissance Debate. New York: Holt, Rinehart and Winston, 1966.

Mr. Hays has collected statements in the continuing debate of "rebirth," "synthesis," "modern," "prenaissance," etc.

H. Pavsner, Nikolaus, An Outline of European Architecture. England: Penguin Books, Inc., 1966.

The humanistic interpretation of Renaissance buildings is particularly useful for this unit.

I. Plumb, J. H., The Horizon Book of the Renaissance. New York: American Heritage Publishing Co., distributed by Doubleday, 1961.

A picture history of the Renaissance, this narrative text is arranged in 12 chapters 9 of which include a biographical essay on an outstanding person of the period.

J. Simon, Edith, The Reformation. New York: Time-Life Books, Great Ages of Man Series, 1966.

This is another general survey of the period.

K. Tillyard, E. M. W., The Elizabethan World Picture: A Study of the Idea of Order in the Age of Shakespeare, Donne and Milton. New York: Random House.

This is a classical philosophical interpretation of the age.

APPENDIX: RENAISSANCE

TEST A

I. True or false: Write out the words

___1. A fabliaux is a narrative which is earthy, about common people, and is often humorous.
___2. An octave is the last six lines of a Petrarchan sonnet.
___3. One of the major developments in art during the Renaissance was the use of perspective.
___4. The explorations of the 15th and 16th centuries had very little influence on the Commercial Revolution.
___5. The Reformation was an attempt to reform the Lutheran Church from within.
___6. Mercantilism was designed to bring close cooperation between the nation states of Europe.
___7. During the Renaissance no change in social status was possible.
___8. Enjoyment of festivals and feasts was not limited to the upper class.
___9. Capital is the term which means privately owned businesses rather than state owned industries.
___10. Secular means of or pertaining to this world or the present life.
___11. Satire is designed to ridicule and to cure the follies and foibles of an individual or a group.
___12. A picaresque novel is dominated by elaborate settings and verbal images.
___13. Castiglione wrote The Courtier as a book of etiquette for Renaissance society.

II. List the four ideas that Barbara Ward says have dominated the Western World. (Space was provided on the test paper for the answers to the following questions.)

III. Identify. Choose one: Leonardo da Vinci; Commercial Revolution; Don Quixote.

IV. The following is a quotation from page 68, Time, September 26, 1969:

"Even in the Joneses' own backyard, thrusting up between the roses and the hollyhocks, a sharp eye may spot a weed growing--the telltale spikes of Cannabis sativa. Otherwise known as Indian hemp, a hardy botanic cousin to the fig, the hop and the nettle, it provides the marijuana that is troubling and changing a culture."

Below are the 9 causes, according to Gustavson, which can be used in analysing events. The parentheses () indicate change from past to present tense alteration of categories.

1. What (is) the immediate cause for the event?
2. (Has) there been a background of agitation for the principles victorious during this episode?
3. (Are) personalities involved on either side whose strengths or weaknesses may have helped to determine the outcome of the struggle?
4. (Are) any new and potent ideas stimulating the loyalty of a considerable number of people?

5. How (do) the economic groups line up on the issue?
6. (Are) religious forces active?
7. (Do) any new technological developments influence the situation?
8. Can the events be partially explained by weakened or strengthened institutions?
9. (Is) the physical environment itself a factor in the situation?

Directions: Select three of the nine question-categories. Write answers which apply your own theories of causation to this current historical event.

V. Choose One topic sentence--Label paragraph development (major-minor, general to specific).

1. Because individualism is a major theme of the Renaissance, painting focuses on man.

2. Because individualism is a major theme of the Renaissance, literature focuses on man.

TEST B

I. Philosophy: Check the blanks by the following statements that would have been selected by typical medieval men as rules by which they should life.

___1. Men can understand and control everything in the universe if they can understand the laws of nature.
___2. To know the scientific reasons why things happen is more important than anything else.
___3. The world is a stage upon which men exist according to God's will.
___4. Man is the measure of all things.
___5. The law of God is the law of the land.
___6. Men were not meant to serve other men; all men must be freed from slavery.
___7. There are certain fixed truths which God has established; there is no conflict between God's will and human reason.
___8. God is omniscient and omnipotent.
___9. Mind and spirit are more important than the body and senses.
___10. The world is essentially evil; true goodness can be experienced only after death.

Note: We realize that we are generalizing. If you have serious reservations about the validity of the generalizations, please explain on the back of this sheet.

II. Medieval Cathedrals: Check those characteristics which apply specifically to medieval cathedrals.

___1. Spires and arches were designed to lead man's mind and eye toward Heaven.
___2. Churches were deliberately located near or in the center of the city.
___3. Permanent seating was provided for the comfort and convenience of the congregations.
___4. The churches symbolized the unity of the people and the Church.

___5. The rounded domes of the cathedrals were designed to show the church's relevance to the individual.
___6. Sculpture and paintings were planned to please man's sense of artistic excellence.
___7. The light which was diffused by stained glass windows added to the impression of mystery and awe men were expected to feel in God's presence.
___8. Individual artists who claimed credit for their creations contributed their works to beautify churches.
___9. Artistic effect was more important that symbolizing and teaching God's word.

III. Chartres Cathedral: True-false questions: Write out the words.

___1. Chartres cathedral represents the consistent effort of many people over several hundred years to express faith in the independence of man from God and in the power of man's reasoning.
___2. According to the film, the spire and the upward reaching lines of the cathedral symbolized the heights to which men could rise if they carefully observed the physical laws governing the universe.
___3. The space within Chartres cathedral symbolized the fact that medieval man felt that though he could not touch or see God, he could appreciate the overpowering mystery of God's presence.
___4. The fusion of mystical faith, medieval intellectualism, and engineering skill made the creation of Gothic cathedrals possible.
___5. Since much of the sculpture on and in Chartres cathedral depicted the everyday activities of men, the narrator concluded that the Church felt that man was the most important factor in the universe.

IV. Medieval Government: From the list below, check those descriptions that best explain the system of government in medieval Europe.

___centralized ___aristocratically oriented ___absolute monarchy
___decentralized ___democratically oriented ___feudal system of vassalage
___power in the hands of those who could support strong armies
___power in the hands of those who treated serfs well
___tended toward the establishment of fewer heads of state
___tended toward the establishment of more and smaller states

V. Economic System: Check the five descriptions from the list below which best describe the economic system in medieval Europe.

___agricultural ___commercially limited ___manorial
___industrial ___well organized commercially ___feudal
___limited to small manufacturing units
___engaged in large scale manufacturing
___tended toward less and less commerce
___tended toward greater economic activity

VI. Medieval Art: Check those statements which apply to early medieval paintings of the Madonna.

___1. Paintings of the Madonna were stylized according to the dictates of tradition and church dogma.
___2. Paintings of the Madonna show great concern for the human characteristics of the subject.
___3. Colors were carefully blended to achieve a realistic effect.
___4. Paintings were strongly affected by the individual ideas of the artist who felt free to express himself as an artist.
___5. Paintings of the Madonna omitted obvious backgrounds so that viewers would always focus attention on the spiritual nature of the subjects.
___6. Paintings emphasized the spiritual rather than the human nature of the Christ Child.
___7. Depth, perspective, and composition were major considerations for artists who painted works used by the Church.

TEST C

Match the following words with their definitions:

___1.	picaresque	A. A tale of high adventure often dealing with fantastic characteristics.
___2.	satire	B. A code of conduct dealing with manners, morals and ethics
___3.	knight errant	C. A novel consisting of a series of events held together by a main character.
___4.	chivalry	D. Ridiculing a social institution in order to bring about social change.
___5.	idealism	E. A knight who has made an error.
___6.	realism	F. A wandering knight
___7.	romance	G. Visualizing things as one would have them to be and not as they really are.
		H. Visualizing things as they are, not as you might want them to be.

8. List two elements of humanism which Don Quixote demonstrated.

a.
b.

9. List two characteristics of the Renaissance illustrated in the novel Don Quixote.

a.
b.

10. Check four things in the following list which Don Quixote set out to do.

___to accomplish tasks for the glory of God
___to explore Spain and divide it into provinces with separate governors
___to conquer all the evils which he encountered
___to commission goods for the Spanish Armada
___to redress all wrong
___to live nobly and gain glory for himself
___to become a member of King Arthur's round table

TEST D

READ INSTRUCTIONS!!!

Frame a good question about TWO of the following subjects. Then answer the question in one well constructed sentence. Indicate by circling the word whether your question is relatively general or relatively specific. Indicate, also by circling, whether the question calls for an objective, or subjective answer.

Subject 1: Medieval man's answer to <u>one</u> of the humanities questions

Question:

Circle: Relatively general or Relatively specific

Circle: Objective answer desired or Subjective answer desired

Answer:

Subject 2: A major difference between the art of the Middle Ages and the art of the Renaissance. (The answer sheet was set up as above for subjects 2 and 3.)

Subject 3: One of the philosophic ideas or events which were reflected in or influenced by medieval man's answer to one of the humanities questions

TEST E

Write a paragraph in which you either compare <u>or</u> contrast some idea (such as political philosophy) or some institution (such as government) in Sir Thomas More's <u>Utopia</u> with a similar idea or institution in Machievelli's <u>The Prince</u>.

TEST F

<u>Instructions:</u> Write a <u>unified</u> expository essay. <u>Topic:</u> Humanism is a major philosophy of the Renaissance. You will have 90 minutes to see a slide, read a sonnet, and listen to a piece of music and to write three paragraphs on art, literature, and music in the Renaissance. Find a theme which will tie all of the pieces of evidence into a unified essay. You will have 30 minutes to write an introductory paragraph and a summary paragraph to tie the whole essay into a coherent whole.

It was the morning of that blessed day
Whereon the Sun in pity veiled his glare
For the Lord's agony, that, unaware,
I fell a captive, Lady, to the sway
Of your swift eyes: that seemed no time to stay
The strokes of Love: I stepped into the share
Secure, with no suspicion: then and there
I found my cue in man's most tragic play.
Love caught me naked to his shaft, his sheaf,
The entrance for his ambush and surprise
Against the Heart wide open through the eyes,

The constant gate and fountain of my grief:
How craven so to strike me stricken so,
Yet from you fully armed conceal his bow!

TEST G

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd:
And every fair from fair sometime declines,
By chance, or nature's changing course untrimm'd:
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade
When in eternal lines to time thou grow'st.
  So long as men can breathe or eyes can see.
  So long lives this, and this gives life to thee.

Say from what part of heaven 'twas Nature drew,
    From what idea, that so perfect mold
 To form such features, bidding us behold,
In charms below, what she above could do?
What fountain nymph, what dryad maid e'er threw
 Upon the wind such tresses of pure gold?
 What heart such numerous virtues can unfold?
Although the chiefst all my fond hopes slew.
He for celestial charmes may look in vain
 Who has not seen my fair one's radiant eyes,
    And felt their glances pleasingly beguile.
How love can heal his wounds, then wound again,
 He only knows who knows how sweet her sighs,
    How sweet her converse, and how sweet her
      smile.

1. Show the rhyme scheme of both sonnets.
2. Label as Petrarchan or Shakespearean.
3. Briefly explain what each poem says.
4. Explain the most obvious concept in each sonnet.

TEST H

Write an expository essay analyzing Henry's soliloquy before the battle of Agincourt. Focus your essay on how this soliloquy illustrates the conflice within Henry between personal passion and the duties of a king.

Upon the King! Let us our lives, our souls,
Our debts, our careful wives,
Our children, and our sins, lay on the King!
We must bear all. O hard condition,
Twin-born with greatness, subject to the breath
Of every fool, whose sense no more can feel
But his own wringing! What infinite heart's-ease
Must Kings neglect that private men enjoy!
And what have kings that privates have not too,
Save ceremony, save general ceremony?
And what art thou, thou idol Ceremony?
What kind of God art thou, that sufferest more
Of mortal griefs than do thy worshippers?
What are thy rents? What are thy comings-in?
O Ceremony, show me but thy worth!
What is thy soul of adoration?
Art thou aught else but place, degree, and form,
Creating awe and fear in other men?
Wherein thou art less happy being feared
Than they in fearing.
What drinkst thou oft, instead of homage sweet,
But poisoned flattery? O, be sick, great greatness,
And bid thy ceremony give thee cure!
Thinkst thou the fiery fever will go out
With titles blown from adulation?
Will it give place to flexure and low bending?
Canst thou, when thou commandst the beggar's knee,
Command the health of it? No, thou proud dream,
That playst so subtly with a king's repose.
I am a king that find thee; and I know
'Tis not the balm, the scepter, and the ball,
The sword, the mace, the crown imperial,
The intertissued robe of gold and pearl,
The farced title running fore the king,
The throne he sits on, nor the tide of pomp
That beats upon the high shore of this world--
No, not all these, thrice-gorgeous ceremony,
Not all these, laid in bed majestical,
Can sleep so soundly as the wretched slave,
Who, with a body filled, and vacant mind,
Gets him to rest, crammed with distressful bread;
Never sees horrid night, the child of hell;
But like a lackey, from the rise to set,
Sweats in the eye of Phoebus, and all night
Sleeps in Elysium; next day after dawn,
Doth rise and help Hyperion to his horse;
And follows so the ever-running year
With profitable labor to his grave;
And but for ceremony, such a wretch,
Winding up days with toil and nights with sleep,
Had the forehand and vantage of a king.
The slave, a member of the country's peace,
Enjoys it; but in gross brain little wots
What watch the king keeps to maintain the peace,
Whose hours the peasant best advantages.

TEST I

To show that you understand the reflection of humanism in the art of the Renaissance, write one well-organized paragraph which develops the idea that humanism (any one characteristic aspect) is evident in the creative work of either sculptors, painters or architects of the period. Draw specifics from the art shown and discussed in class and/or from works of art you find in art books, portfolios of prints, etc.

**Remember that generalizations which are not supported by specific references to specific paintings do <u>not</u> prove your understanding and do <u>not</u> help readers understand that your ideas are valid.

**Your paragraphs will, of necessity, reveal only a limited portion of your knowledge. Think of your paragraph as a part of an essay which would discuss the subject of humanism in art.

TEST J

Write an expository paragraph either contrasting or comparing one aspect of Renaissance society with the same or a similar aspect of modern society.

TEST K

QUIZ: Identify Martin Luther or Mercantilism.

WORLD CIVILIZATION II

UNIT II

SEVENTEENTH CENTURY

POINT OF VIEW

Although historians disagree on a specific date for the beginning of modern culture, most will agree that by the end of the seventeenth century the modern era had arrived. Under the influence of humanism, man had established himself as an individual who was concerned with all aspects of the world in which he lived. He had actively revolted against the social, political, economic, cultural, and religious limitations placed on him during the Middle Ages. And, while he did use the Greek and Roman classics as a guide, he had, in reality, become a curious seeker of a new truth. Although Renaissance man did establish a social and intellectual environment in which a new truth could exist, he lacked the tools with which to discover it.

These tools were developed in the seventeenth century by men who, like their Renaissance predecessors, found inspiration in the world of classical Greek and Hellenistic philosophers, astronomers, and mathematicians. The ideas and techniques of men like Aristotle, Plato, and Ptolemy contributed to the rise of natural science in the seventeenth century. Man once again became interested in studying the phanomena of the physical world. They wanted to study it factually, statistically, and without scholastic limitations. To do this, seventeenth century man developed new instruments with which to observe, collect, and order facts about phenomena; they stressed the inductive method rather than

the deductive method as a means of producing hypotheses from the data which they patiently collected; they asked how instead of why; they developed scientific and mathematical formulas with which to explain many of the heretofore unexplainable phenomena of the universe; and finally, they established scientific societies which served as a means for communicating ideas to natural scientists in other parts of the world. As they began to discover natural laws, scientists began to view the entire universe as an ordered machine which could be scientifically studied and mathematically explained.

Although it was not until the eighteenth century that man was to feel the full impact of this revolutionary idea, it did begin to alter the world-view and system of values for some seventeenth century men. They began to believe that the universe works the way a man's mind works when he thinks logically and objectively; therefore, man could ultimately understand and order everything in his experience as he understands and analyzes a simple arithmetical or mechanical problem. He began to see himself as a part of an ordered pattern. He sought to define the order and to define his role in the order.

As a result of this belief, he sought order in all of his activities. His art became patterned and arranged. Drama and music followed rigid form. The absolute monarch as God's agent on earth became the center around which affairs of governing were organized. The scientific method permeated all of his creations.

The science and technology which developed in the seventeenth century were the tools which Renaissance man had needed to complete his emancipation from the Middle Ages. With these tools scientists devised a method for explaining the physical world which they felt was logical and understandable. In addition, they had pioneered an ordered system

of thought which in the following century men were to apply to all human relationships.

SUMMARY OF METHODOLOGY: SEVENTEENTH CENTURY

Since men in the seventeenth century used the scientific method to discover knowledge of the universe, the instructors thought it appropriate for each student to use a similar method as he gathered information about the century. History and the humanities are not sciences; however, there are some principles used by the scientist that could be adapted to our inquiry. Because much of the success of the scientific method depends on the accurate gathering, recording, and interpretation of data, the instructors felt that these research skills would have to be carefully taught and closely supervised. In order to teach these skills, we felt that students should deal with a restricted amount of source material. We, therefore, decided to limit the scope of the unit to "Order in the Seventeenth Century." and to provide the students with source material which would lead them to see how order is evident in specific developments of the period.

At the beginning of the unit, the research paper, which was the essay test for the unit, was explained and students were told that they would be expected to gather data for this paper from the material which the instructors provided. Several class periods were devoted to explaining the research skills which students would use; throughout the unit, students were checked to see that they were using these techniques accurately. Individual instruction was given to those students who had problems in applying the skills to the various kinds of material used in the unit.

The developments which the instructors chose to use as illustrations of order in the seventeenth century were the rise of absolutism in France, the development of the scientific method, and the advent of the Baroque style in art and music. Students were instructed to consider each class activity as a source from which they could gather data. During class periods, instructors persented students with a variety of experiences including discussions, lectures, readings, slides and records. Students also studied one drama which satirized the extremes to which French society carried the idea of order. In addition, students were permitted to use two out-of-class sources which they felt would help them to understand the growth of order in the period. Students kept all their notes on note cards and made bibliography cards for each source. Since the basic source materials which all students used were the same, instructors could check these cards rapidly for accuracy of content and form. Class time was also provided for discussing methods for limiting paper topics, for writing footnotes, and for helping students with problems which they encountered in writing their paper.

OBJECTIVES: SEVENTEENTH CENTURY

1. To be able to write a five paragraph research paper in expository style, using either major-minor or general to specific development, and to document information.
2. To be able to compile a bibliography as described in Warriner's English Grammar and Composition.
3. To be able to write footnotes as described in Warriner's English Grammar and Composition.
4. Given unfamiliar expressions of seventeenth century man's ideas, students should be able to identify the humanities question they see evident and to explain in sentences the answer given to the question.
5. To be able to answer multiple choice and true-false questions which

test knowledge of the scientific developments and political thought of the seventeenth century and knowledge of the social, political, economic, cultural, and religious activities of seventeenth century France.

6. To be able to check from a list those statements which are characteristic or dominant themes of the seventeenth century.

7. To be able to check from a list the developments which explain the advances in science in the seventeenth century.

8. To be able to recognize a Baroque painting studied in class, to illustrate how this painting evidences order, and to demonstrate a knowledge of the characteristics of Baroque art by viewing three slides and answering questions designed to procure this information.

9. To be able to demonstrate knowledge of Baroque music by listing three major developments in musical form, by stating the differences between operas and oratorios and by listing musical instruments which originate in the seventeenth century.

10. To be able to read a document and to select the correct interpretation from a check list of possible interpretations.

11. To be able to identify ideas in original documents as either social, political, economic, or religious and to explain the activity as discussed in the passage.

12. To be able to recognize whether inductive or deductive reasoning is used in particular passages by checking the kind of reasoning used in given passages.

13. To be able to answer identify questions.

14. To be able to present to the class a personal reaction to the seventeenth century.

BLOCK PLAN: SEVENTEENTH CENTURY

Day	Period 5	Period 6
44	I,IV-106-S III,VI-202-C II,V-200-M Introduction of 17th century unit and begin research skills for paper Brief Overview Lecture - Mr. Ward will circulate among groups	Groups I-VI: Same as period 5 Distribute dittos on Louis XIV and the theory of the divine right of kings Assignment: Read and be prepared to discuss dittos. Due day 45. Read The Physician In Spite of Himself which is on reserve in the library in the blue anthology. Due day group meets.
45	I-106-S II-200-M III-202-C Continue work on research skills, form for note cards, bibliography begin putting notes on cards. Use Warriner's Grammar for method C-201-K D-104-W Absolutism in society, government and economics. Discuss content of Louis XIV dittos	IV-106-S V-200-M VI-202-C See period 5 A-201-K B-104-W See period 5 Assignment: Mazour, pp. 267-74, Becker, pp. 50-63. Due day 46. Fenton #16. Due day 47. Prepare note cards on reading.
46	1-106-S 3-202-C 5-201-K 2-104-W 4-200-M Discuss text assignments using note cards Journals due	I,IV-106-S III,VI-202-C II,V-200-M Continue research skills; introduction of possible ways to limit topic, length, form, etc. for paper Assignment: Dittos on Science and Logic. Due day 47.
47	AB-200-202-Mrs. Stoney (physics instructor) Discussion of dittoed material on Science and Logic C-201-K D-104-W Discussion of absolutism and humanities questions. Fenton #16: "Peter the Great and the Limits of Absolutism." Assignment: Prepare in writing possible 17th century answers to the humanities questions. Due day 48.	CD-200-202-Mrs. Stoney See period 5 A-201-K B-104-W See period 5

Day	Period 5		Period 6
48	AB-200-202-Mrs. Stoney Continue discussion on Science and Logic C-201-K D-104-W Continue with absolutism and 17th century answers to the humanities questions. Assignment: Read mimeo excerpt from Hobbes. Answer assigned questions (see ditto). Due day your Hobbes group meets.		CD-200-202-Mrs. Stoney See period 5 A-201-K B-104-W See period 5
49	ABCD-Langley Hall Guest Lecturer: Mrs. Stoney The Influence of Science on the 17th century		1-106-S 3-201-K 5-200-M 2-104-W 4-202-C Return Renaissance test Put Mrs. Stoney's lecture on note cards Check discussion note cards Follow up discussion of the humanities questions
50	A-200-M B-106-W IV-202-C V-104-S VI-201-K	Baroque Music Baroque Art Work on writing: narrowing topic into thesis and purpose, outlining, footnotes, bibliography, quiz on footnotes and bibliography form Moliere's The Physician In Spite of Himself Hobbes	All groups continue period 5
51	A-200-M B-104-W IV-201-K V-202-C VI-104-S	Music Art Hobbes Writing-see day 50 Moliere	B-200-M Music A-104-W Art IV,V,VI-Continue period 5
52	B-200-M A-106-W IV-104-S V-201-K VI-202-C	Music Art Moliere Hobbes Writing-see day 50	All groups continue period 5

Day	Period 5	Period 6
53	C-200-M Music D-104-W Art I-202-C Writing-see day 50 II-106-S Moliere III-201-K Hobbes	All groups continue period 5
54	C-200-M Music D-106-W Art I-201-K Hobbes II-202-C Writing-see day 50 III-106-S Moliere	D-200-M Music C-106-W Art I,II,III-Continue period 5
55	D-200-M Music C-104-W Art I-106-S Moliere II-201-K Hobbes III-202-C Writing-see day 50	All groups continue period 5
56	1-200-M 3-201-K 5-104-W 2-202-C 4-106-S Final work on papers; instructors circulate to help with questions	All groups continue period 5 Members of groups working on presentations may practice if essays are in order
57	ABCD-Langley Hall Performance of Creative Reactions	Continue period 5
58	AB-200-202-M,K CD-104-106-W,S C Documented essay due Study period	AB-200-202-K CD-104-106-S Objective test on unit Journals due

METHODOLOGY: SEVENTEENTH CENTURY

Day 44

Begin research skills

Explanation of research paper: Students were introduced to Chapter 25 in Warriner's Grammar and Composition (Complete Course) and given mimeographed instructions on writing the research paper prepared by the English Department of Langley High School. Students were told the kinds of material they could use: i.e. class discussion notes, lecture notes, dittoed material, their textbooks, and two outside sources. It was explained that this was not a broad research paper, and that a primary purpose was to learn the process and from for writing a documented essay. The general topic of the paper, "Order in the 17th Century," was given, and the students were told that they would have to limit this topic. They were asked to bring 3x5 cards on day 45.

Overview of 17th century

A brief lecture emphasized that the 17th century was characterized by faith in logic, science, and a search for order. In his social, political, economic, cultural, and religious activities, man sought order. Man asked questions and confidently believed that he could find answers to his questions.

Day 45

Continue work on research skills

Instructors clarified notecard and bibliography form. Students began putting their notes from Louis XIV and divine right dittos on note cards. Instructors supervised work to be sure that students understood the form and that notes were concise and relevant to proving the existence of order. To avoid plagiarism, students were instructed to take brief notes.

Work with Louis XIV dittos

Excerpts were from the writings of Colbert, Bishop Bousset, James I and the Memoirs of the Duke of Saint-Simon on the Court of Louis XIV. These readings deal with divine right theory, the patterned order of Louis' court, and the policy of mercantilism. All the readinge emphasized the absolute power of the king. The idea behind beginning with primary sources was that this material establishes a man to man relationship and encourages the student to react to ideas more freely than they would react to ideas presented in secondary source material. After discussing content of documents, students were asked to give their personal opinions about the ideas presented.

Day 46

Discussion of assigned material in Mazour and Becker

Students used note cards for reference and instructors spot checked them for form and content. Discussion centered on the rise of the strong monarchy in France from Henry IV to Louis XIV. Material was

approached in two ways. First, the causes for the rise of strong monarchies were analyzed in terms of Gustavson's theories of causation. Then the effects of the strong monarchy upon social, political, economic, cultural, and religious activities were discussed. We also discussed the reasons people accepted this kind of government.

Discussion of research paper written in expository style

The necessity of limiting the given topic was pointed out and various methods of limitation were illustrated. Instructors stated that the paper was to have an introduction, a minimum of three body paragraphs, and a conclusion. Body paragraphs could be developed in either major/minor or general to specific form.

Day 47

Informal lecture-discussion of dittoed material on the development of science and logic in the 17th century

A Langley physics instructor informally discussed the development of science in the 17th century. She reviewed the intellectual revolution of the Greeks which resulted in questioning about why things happened. The 17th century scientific revolution resulted in questioning about how things happened. The most difficult statements by 17th century scientists were dittoed for the students to ease the necessity for repetition of explanations. The scientific methods of collecting, categorizing, and cataloguing information were explained. The difference between the inductive and deductive methods was reviewed.

Small group discussion of Fenton, Problem 16, "The Limits of Absolutism"

This selection expanded the student's understanding of absolutism although it dealt with absolutism under Peter the Great. The point of the Fenton problem is that even a ruler with absolute power cannot order an entire society to suit his purposes unless the climate is conducive to change. Peter the Great was successful only in those areas where the "climate was right." This material can be considered in several ways: The individual vs. main currents of thought; social, political, and economic trends as they relate to the goals of Peter; the philosophy behind the attitudes of the ruler and the ruled in terms of the different answers which they might give to the humanities questions. An overnight assignment was made; students were required to write out the answers to the humanities questions which might be given by an absolute ruler, by his subjects, and by either Richelieu or Colbert.

Day 48

Continuation of informal lecture discussion of science and logic using dittoed statements

Continuation of day 45 with emphasis on Newton. Much time was alloted to answering questions.

Continuation of absolutism discussion

Students compared their written statements of answers to the

humanities questions and defended their answers with specific evidence from ditto and text material. It was evident that the absolute system of government affected the answers to the questions.

Day 49

Lecture: The Influence of Science on the 17th Century

The same physics instructor who had spent two hours with the students discussing the scientific method used during the 17th century gave a formal lecture which in part reviewed and put into order the information covered the previous days. She then introduced some of the most important scientists, described their discoveries, explained their development of new scientific instruments, and discussed the effect of their work on the thinking of 17th century man. She listed characteristics of 17th century thought: Man asked "how" instead of "why"; he distrusted authority and tradition; he used the inductive and experimental methods; he carefully collected data; he developed the concept of a mechanistic, ordered universe; he believed and had faith in man's ability to find answers.

Return Renaissance tests

Tests were returned. Questions were answered and major writing problems were identified and discussed.

Writing note cards from a lecture and a discussion of humanities questions in the 17th century

The remainder of the hour was spent in small groups. The students wrote note cards for the lecture and instructors checked the note cards of the previous day's discussion. Points were to be related to order in the 17th century. For the last fifteen minutes of the period, there was a further discussion of the possible answers to the humanities questions.

Days 50-55

Each student received: 3 hours of Baroque Art; 3 hours of Baroque Music; 2 hours of writing; 2 hours of The Physician in Spite of Himself; 2 hours of Hobbes. A multi-media center was organized for students to visit during their lunch and study halls (see addendum)

Baroque Art - first hour. The first hour was spent viewing various buildings, paintings, and statues of the Baroque. Students were asked to respond generally about each of the slides. They were encouraged to talk at random and not necessarily to address the instructor. The remarks had to relate specifically to the slide under discussion. The instructor only gave the name, place and date of the art work. No questions were answered by the instructor. Students were asked to write descriptions of the pieces of art so that they would be able to remember what the various titles referred to. Their assignment for the next day was to come to class with generalizations about Baroque art.

Baroque Art - second hour. Class began with a discussion of the generalizations that had been prepared overnight. Then the instructor made some generalizations about Baroque art. It was characterized

as elaborate, theatrical, patterned, arranged, ordered, designed and exuberant. To illustrate these points slides of St. Peter's and slides from the McGraw-Hill series on Baroque art were discussed. Students were encouraged to form their own opinions and to disagree with the instructor's interpretation when they were able to support their opinion with specific references to the paintings.

Baroque Art - third hour. This hour was spent reinforcing the points previously made by showing numerous slides of Versailles. The same generalizations were applied. In addition, the Baroque concept of confining and ordering space was illustrated. The extensive plan of Versailles, with the palace, the gardens, and the whole town built to be harmonious and arranged was used as an example of the Baroque style. Students were far from agreeing about a precise interpretation of the Baroque, but every student was able to discuss it with some degree of insight. The final thirty minutes were used in hypothesizing about the possible reflection of concern for order in the Baroque.

Baroque Music - first hour. As students entered the room, the instructor played "Sock it to Me Baby" by Mitch Rider and the Detroit Wheels. Then there was a brief discussion of what kinds of things were heard in the music (melody, harmony, rhythm, tone color) and the levels of listening possible (sensuous, expressive, sheerly musical). We listened to some more popular music of the day to hear these elements and levels: "Sweet Blindness" for rhythm and melody; "Guantanamara" for expressive level and tone color; "Where Have all the Flowers Gone" by Pete Seegar to hear a monophonic piece and the same song by Peter, Paul, and Mary to hear harmony; "California Dreaming" by the Mamas and the Papas for contrapuntal harmony.

Baroque Music - second hour. We briefly picked up and reviewed the development of music from the Gregorian Chant and the Renaissance madrigal. The characteristics of Baroque music (order, unity, chords, orchestration, walking bass, etc.) and the new developments of the period (sonata, concerto, sinfonia, new instruments of the violin family) were discussed. We listened to music from the Early Baroque: Gabrielli, Monteverdi, Lully, Rameau, Purcell, Schutz, Frescobaldi. (See addendum.)

Baroque Music - third hour. We listened to Mature Baroque music: Bach, Vivaldi, Handel. The last fifteen minutes was spent interpreting music in light of the humanities questions. (In the next unit, before moving into a study of romantic music, we returned for one more hour of listening and discussing the mature Baroque pieces.)

Writing Instruction - two hours. Students had to narrow the general topic of order into more limited topics. An example of one topic selected was "The Influence of Order on the Arts: Music, Architecture and Drama." Some students were able to limit their topics to an even greater degree, e.g. "The Influence of Order on Artistic Style: Music, Architecture, and Painting." Students worked on introductory paragraphs which would clearly state the purpose of the paper. Outlines were written and checked. Help was given on footnote and bibliography form. Short quiz: students were asked to write footnotes and a bibliography from a list of necessary information; they could consult their guides for footnote and bibliography

form. Final outlines were due two days after the groups met. The last two groups were expected to have their outlines completed at the end of the day after their last group met. Papers were due on day 58.

The Physician in Spite of Himself - first hour. Informal lecture-discussion of the development of French drama in the 17th century and the career of Moliere. The instructor pointed out that rigid rules developed which dramatists were expected to follow. These rules were presented to the class on ditto sheets which included "The Call to Order," a poem by Nicolas Boileau, and an excerpt from The Age of Kings relating Moliere's works to the ordered plan of Boileau. Moliere's satirical approach to the rigidity of 17th century life, and the genius of Moliere were illustrated by quotations from the play.

The Physician in Spite of Himself - second hour. A brief discussion of the play and its meaning. Students who had been assigned parts the day before read from the play. They tried to create a character and to assume some of the affectations of the time.

Hobbes - two hours. Students read a selection from Hobbes in which he compares the society of man to the society of ants (see bibliography). Hobbes says that man religquishes his right to govern himself to a single authority so that he can have order in his society. He must then obey this authority. Students had been given specific questions to guide their reading. Major points: How Hobbes theory of government compares with students' beliefs about the role and functions of government; comparison of Hobbes' theory to that of Bishop Bousset; analysis of selection to determine if the method of reasoning used was inductive or deductive; analysis of Hobbes' view of the role of God in the state, of the nature of man, and of man's relationship to other men.

Day 56

Final work on papers

Students did final work on research papers. Instructors circulated to help with questions of form and content.

Day 57

Presentation of Creative Reactions

According to their preference, students worked individually or in groups to present some creative expression of their understanding of the characteristics of the 17th century. Some prepared skits; e.g. a skit on the "real" events which took place in Louis' bedroom on a morning when he did not feel like conducting his usual routine. One group staged one of Moliere's one act plays, "The Jealous Husband." Individuals made collages, gave readings, sang 17th century hymns, etc. One student, using 17th century script, wrote an amusing "logical" treatise on the reasons why the assignment of the essay was really not logical.

Day 58

Work-study period

The paper was due at the beginning of the period. Students prepared for the test.

Objective unit test

The test was designed to test students' factual knowledge of political philosophy, 17th century French society, economics, and politics, scientific developments, drama, and Baroque art and music, and to test their understanding of basic characteristics of the 17th century.

Journals due

Instructors checked journals while students took the test.

EVALUATION OF THE UNIT: SEVENTEENTH CENTURY

OBJECTIVE ONE

To be able to write a five paragraph research paper in expository style, using either major-minor or general to specific development, and to document information.

TEST B (See Appendix, Seventeenth Century for all tests)

STUDENT PERFORMANCE

27	students	achieved	A	3	students	achieved	D
34	"	"	B	1	"	"	F
24	"	"	C	2	"	"	O

SUCCESS CRITERIA

65% of the students should achieve a grade of B or better.

RESULT

67% of the students achieved a grade of B or better.

OBJECTIVE TWO

To be able to compile a bibliography as described in Warriner's English Grammar and Composition.

See evaluation for Objective One.

OBJECTIVE THREE

To be able to write footnotes as described in Warriner's English Grammar and Composition.

See evaluation for Objective One.

OBJECTIVE FOUR

Given unfamiliar expressions of seventeenth century man's ideas, students should be able to identify the humanities question they see evident and to explain, in sentences, the answer to the question.

TEST A: TEXT QUESTION X (six possible points)

STUDENT PERFORMANCE

37	students	achieved	6	points	5	students	achieved	2	points
23	"	"	5	"	1	"	"	1	"
20	"	"	4	"	0	"	"	0	"
5	"	"	3	"					

SUCCESS CRITERIA

85% of the students should achieve 67% correct answers.

RESULT

88% of the students achieved 67% (4 points) correct answers.

OBJECTIVE FIVE

To be able to answer multiple choice and true-false questions which test knowledge of the scientific developments and political thought of the seventeenth century and knowledge of the social, political, economic, cultural, and religious activities of seventeenth century France.

TEST A: TEST QUESTIONS I AND II (twenty-nine possible points)

STUDENT PERFORMANCE

4	students	achieved	29	points	12	students	achieved	21	points
3	"	"	28	"	6	"	"	20	"
6	"	"	27	"	2	"	"	19	"
4	"	"	26	"	7	"	"	18	"
10	"	"	25	"	2	"	"	17	"
12	"	"	24	"	0	"	"	16	"
11	"	"	23	"	1	"	"	15	"
11	"	"	22	"	no students achieved below 15 points				

SUCCESS CRITERIA

80% of the students should achieve 76% correct answers.

RESULT

67% of the students achieved 76% (22 points) correct answers.

OBJECTIVE SIX

To be able to check from a list those statements which are characteristics or dominant themes of the seventeenth century.

TEST A: TEST QUESTION III-2 (seven possible points)

STUDENT PERFORMANCE

27	students	achieved	7	points	1	student	achieved	4	points
48	"	"	6	"	1	"	"	3	"
14	"	"	5	"	no students achieved below 3 points				

SUCCESS CRITERIA

85% of the students should achieve 86% correct answers.

RESULT

82% of the students achieved 86% (6 points) correct answers.

OBJECTIVE SEVEN

To be able to check from a list the developments which explain the advances in the seventeenth century.

TEST A: TEST QUESTION III-1 (five possible points)

STUDENT PERFORMANCE

27	students	achieved	5	points	2	students	achieved	2	points
44	"	"	4	"	no students achieved below 2 points				
18	"	"	3	"					

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

78% of the students achieved 80% (4 points) correct answers.

OBJECTIVE EIGHT

To be able to recognize by name a Baroque painting studied in class, to

illustrate how this painting evidences order, and to demonstrate a knowledge of the characteristics of Baroque art.

TEST A: TEST QUESTION VIII (eight possible points)

STUDENT PERFORMANCE

23	students	achieved	8	points	7	students	achieved	4 points
30	"	"	7	"	2	"	"	3 "
15	"	"	6	"	2	"	"	2 "
12	"	"	5	"	no student achieved below 2 points			

SUCCESS CRITERIA

85% of the students should achieve 63% correct answers.

RESULT

88% of the students achieved 63% (5 points) correct answers.

OBJECTIVE NINE

To be able to demonstrate knowledge of Baroque music by listing three major developments in musical form; by stating the differences between operas and oratorios, by listing musical instruments which originate in the seventeenth century.

TEST A: TEST QUESTION VII (eight possible points)

STUDENT PERFORMANCE

9	students	achieved	8	points	18	students	achieved	3 points
7	"	"	7	"	8	"	"	2 "
11	"	"	6	"	7	"	"	1 "
17	"	"	5	"	1	"	"	0 "
13	"	"	4	"				

SUCCESS CRITERIA

30% of the students should achieve 75% correct answers.

RESULT

30% of the students achieved 75% (6 points) correct answers.

OBJECTIVE TEN

To be able to read a document and to select the correct interpretation from a check list of possible interpretations.

TEST A: TEST QUESTION V (six possible points)

STUDENT PERFORMANCE

45	students	achieved	6	points	11	students	achieved	2 points
0	"	"	5	"	0	"	"	1 "
29	"	"	4	"	6	"	"	0 "
0	"	"	3	"				

SUCCESS CRITERIA

80% of the students should achieve 67% correct answers.

RESULT

81% of the students achieved 67% (4 points) correct answers.

OBJECTIVE ELEVEN

To be able to identify ideas in priginal documents as either social, political, economic, or religious, and to explain the activity as discussed in the passage.

TEST A: TEST QUESTION VI (four possible points)

STUDENT PERFORMANCE

91 students achieved 4 points
no students achieved below 4 points

SUCCESS CRITERIA

80% of the students should achieve 100% correct answers.

RESULT

100% of the students achieved 100% (4 points) correct answers.

OBJECTIVE TWELVE

To be able to recognize whether inductive or deductive reasoning is used in particular passages by checking the kind of reasoning used in given passages.

TEST A: TEST QUESTION IV (four possible points)

STUDENT PERFORMANCE

74	students	achieved	4	points	0	students	achieved	1	points
0	"	"	3	"	9	"	"	0	"
8	"	"	2	"					

SUCCESS CRITERIA

80% of the students should achieve 100% correct answers.

RESULT

81% of the students achieved 100% (4 points) correct answers.

OBJECTIVE THIRTEEN

To be able to answer identify items.

TEST A: TEST QUESTION IX (five possible points)

STUDENT PERFORMANCE

46	students	achieved	5	points	5	students	achieved	2	points
12	"	"	4	"	3	"	"	1	"
12	"	"	3	"	4	"	"	0	"

SUCCESS CRITERIA

60% of the students should achieve 80% correct answers.

RESULT

64% of the students achieved 80% (4 points) correct answers.

OBJECTIVE FOURTEEN

To be able to present to the class a personal reaction to the seventeenth century. The students' reactions, which varied from presentations of a Moliere one-act play and original skits to collages representing facets of order evident in seventeenth century society, were evaluated on the basis of originality and thought.

STUDENT PERFORMANCE

44	students	achieved	A	0	students	achieved	D
13	"	"	B	0	"	"	F
29	"	"	C	5	"	"	0

SUCCESS CRITERIA

60% of the students should achieve a grade of B or better.

RESULT

63% of the students achieved a grade of B or better.

BIBLIOGRAPHY: SEVENTEENTH CENTURY

I. TEXTBOOKS

A. Becker, Carl L., and Kenneth S. Cooper, Modern History: Europe Since 1600. Morristown, New Jersey: Silver Burdett Company, 1964, pp. 50-63.

An unexciting, standard high school text which deals primarily with the political and economic events of Europe from 1600 to the late 1950's. A few pages on France in the 17th century served as background reading.

B. Commins, Saxe, and Robert N. Linscott. The World's Great Thinkers. Man and the State: The Political Philosophers. New York: Random House, 1947.

The selections from the writings of Thomas Hobbes were excerpted from Chapter XVII, "Of the Causes, Generations, and Definition of a Commonwealth." Appropriate selections could be made from any collection of political writings which includes the works of Hobbes.

C. Fenton, Edwin, 32 Problems in World History. Chicago: Scott, Foresman and Company, 1964.

Problem 16: "Peter the Great and the Limits of Absolutism." See Methodology for content. A good supplement to any history text, this book is a selection of both primary and secondary sources. Fenton has chosen selections not only to stimulate class discussion but also "to acquaint high school students with the nature of history as an academic discipline and with the writing of history as an art." Each selection is preceded by an introduction and study questions.

D. Hughes, Paul L., and Robert F. Fries (eds.), Readings in Western Civilization. Paterson, New Jersey: Littlefield, Adams and Co., 1956.

The primary selections in this paperback readings book are short and therefore good for student use. Political documents and treaties, speeches, and personal reflections are included. The time covered is from the Roman Empire through the second World War. (Material from Unit 6, "The Consequences of the Development of the Middle Class: Mercantilism and Absolutism," and Unit 7, "The Conflicts of the Seventeenth and Eighteenth Centuries" are helpful to both students and teachers.)

E. Inglis, Rewey Belle and William K. Stewart, Adventures in World Literature. New York: Harcourt, Brace & World, Inc., 1958, pp. 48-80.

Classroom sets were distributed for The Physician in Spite of Himself. This drama was chosen because Moliere is satirizing the extremes to which order is being carried in 17th century French society.

F. Mazour, Anatole G., and John M. Peoples, Men and Nations: A World History. New York: Harcourt, Brace & World, Inc., 1959, pp. 267-74.

A well known general survey for average high school freshmen and sophomores. Primarily oriented toward political and economic history, it has brief sections on intellectual and cultural history. Students read material relevant to political events in 16th and 17th century France and the short sections on the scientific developments of the time.

G. Warriner, John E., and Francis Griffith, English Grammar and Composition. New York: Harcourt, Brace & World, Inc., 1965, revised edition.

Classroom sets of this book are always available for student use toward solving individual problems. However, in this unit, we specifically assigned the material on writing a research paper.

II. AUDIO-VISUAL MATERIALS

A. Films: These films were made available to students in the multimedia center rather than shown in class.

1. Age of Absolute Monarchs in Europe, The — 16 mm film optical sound color 14 mins.

Presents the divine right philosophy of James I of England and reveals the manifestations of this absolutist doctrine by studying the reign and court of Louis XIV. Relates the absolute rule in the 16th and 17th centuries to that of the ancient period.

producer: Coronet Films

distributor: Coronet Films

1965

2. Handel and His Music — 16 mm film optical sound color 14 mins.

Presents Handel as a key figure in the development of Baroque music. Illustrates with musical selections his contributions to 18th century music including the Oratorio form perfected in "The Messiah". From the Famous Composer Series.

producer: Coronet Films

distributor: Coronet Films

1957

B. Slides

Van Schaack, Eric, Baroque Art in Italy. New York: McGraw-Hill Book Company, 1964.

C. Records

1. "The Baroque Era," The Story of Great Music, Time/Life Records.

   Many selections and a booklet of detailed commentary on individual pieces.

2. "The Growth of Instrumental Music," The History of Music in Sound. Vol. VI. R.C.A. Victor, Oxford University Press.

   Booklet of commentary is excellent.

3. "Opera and Church Music," The History of Music in Sound. Vol. V. R.C.A. Victor, Oxford University Press.

   Booklet of commentary is excellent.

III. ADDITIONAL MATERIAL

A. Bauer, Marion, and Ethel Peyser, Music Through the Ages, An Introduction to Music History. New York: G. P. Putnam's Sons, 1967.

   Written primarily for the student, this was a good comprehensive source for additional help in writing papers.

B. Blitzer, Charles, Age of Kings. New York: Time Incorporated, 1967.

   From the Great Ages of Man series.

C. Bukofzer, Manfred F., Music in the Baroque Era, from Monteverdi to Bach. New York: W. W. Norton & Company.

   Stylistic approach to Baroque period focusing on the historical understanding of music. "If the history of music is to have more than an antiquarian interest and significance, it must be seen as a history of musical styles, and the history of styles in turn as a history of ideas."

D. Copland, Aaron, What to Listen for in Music. New York: McGraw-Hill Book Company, Inc., 1957.

   Excellent discussion of how to listen to music. Particularly useful for the four elements of music: rhythm, melody, harmony, and tone color.

E. Dangle, Lorraine F., and Alice M. Haussman, Preparing the Research Paper. New York: College Entrance Publications, 1963.

   A compact and useful handbook for easy reference on note cards, bibliography, footnotes, outlining, etc.

F. Friedrich, Carl J., The Age of the Baroque, 1610-1660. New York: Harper & Row, 1952.

   The Rise of Modern Europe Series.

G. Nussbaum, Frederick L., The Triumph of Science and Reason, 1660-1685. New York: Harper & Row, 1953.

   The Rise of Modern Europe Series.

H. Pevsner, Nikolaus, An Outline of European Architecture. England: Penguin Books, Inc., 1966.

We mention this book again because it is particularly useful in the study of Baroque architecture.

APPENDIX: SEVENTEENTH CENTURY

TEST A

I. Multiple Choice

___1. Louis XIV's aim in foreign affairs was to A) preserve the balance of power in Europe; B) annex all of Germany; C) annex England and Spain; D) make France secure by gaining natural frontiers.

___2. France had three great advantages in the struggle for power in Europe during the 1500's and 1600's. Which one was not an advantage? A) strategic location; B) good natural resources; C) fairly strong government; D) great religious unity.

___3. The good features of the reign of Louis XIV included three of the following. Which one was not true? A) he chose able ministers and supported them; B) he encouraged industry, commerce, and the establishment of colonies; C) he encouraged the arts and sciences; D) he followed a policy of religious tolerance.

___4. Henry IV strengthened France in three of the following ways. Which one did he not do? A) gained much territory by foreign wars; B) ended religious wars by granting religious toleration; C) curbed the power of the nobles; D) helped, by grants of money, to establish new industries.

___5. Richelieu's policy with respect to the Huguenots was to A) withdraw their civil and religious liberties; B) restore Catholicism through the agency of the inquisition; C) revoke their unusual political privileges but not interfere with their religion; D) extend toleration by promulgating the Edict of Nantes.

___6. Colbert believed that all but one of the following would increase the power of France. Indicate the exception. A) extend imports and curtail exports; B) the development of manufacturing; C) the exploitation of the colonies; D) efficient tax collection and reduced governmental expenditures.

___7. Which of the following is not an accurate description of Hobbes' thinking about men? They A) were orderly and self disciplined; B) needed to relinquish their power to a higher authority; C) were interested in their own advancement; D) were less capable of reason than ents.

___8. Which of the following characteristics were not required of French tragedy by the literary salons of the 17th century? A) looseness of form; B)adherence to the three classical unities; C) order; D) intensity.

___9. Which of the following was not a development in Russia during the reign of Peter the Great? A) the capital was moved from Moscow to St. Petersburg; B) the army was strengthened; C) the people were forced to adopt Western ways; D) Russia changed from an agricultural economy to an industrial economy.

___10. Which of the following does not apply to the theory of absolutism as practiced by Louis XIV? A) the belief that power stemmed from God; B) administration of government was centralized at court;

C) economics and religion were directed by the king; D) mass propaganda was used to influence the minds of the people.

___11. Which of the following did Moliere satirize in The Physician in Spite of Himself? A) the foolishness of young lovers who refuse to be intimidated by materialistic parents; B) the confusing jargon of physicians; C) the College of Physical Studies; D) the use of common sense rather than scientific generalities in diagnosing illnesses.

___12. Which of the following characters in The Physician in Spite of Himself has the most common sense? A) Geronte; B) Lucas; C) Sganarelle; D) Valere.

___13. The dramas of Moliere conformed to the literary tastes of A) Racine; B) Louis XIV; C) Nicolas Boileau; D) all of the above.

___14. Moliere was influenced by Cartesian thought to the extent that A) he dropped acting to become a mathematician; B) he stripped away unnecessary details of time, place, or circumstance to produce a unified impression of the absurdity of human pretense; C) he adopted the ways of "a bourgeois gentleman."

II. True or False

___1. Thomas Hobbes and Bishop Bousset believed that rulers received their governing power from God. (divine right theory)

___2. In arriving at their philosophy of government, Hobbes and Bousset both relied on faith rather than reason.

___3. "A Day at the Court of Louis XIV" indicated that he followed an organized and orderly daily routine.

___4. Louis XIV lived a simple life, in plain surroundings, almost as austere a life as a medieval monk.

___5. The Edict of Nantes decreed that all the nobles had to move to Versailles.

___6. The career of Peter the Great proves that one ruler with great power can change an entire society even though the social climate is resistent to change.

___7. Generally speaking, Baroque art shows great vitality and movement.

___8. Versailles, the palace and garden, is baroque in style only because of the interior.

___9. Francis Bacon is the father of the deductive method.

___10. Newton said that straight-line motion is the most natural.

___11. Tycho Brahe finally proved that the earth is the center of the universe.

___12. 17th century man invented calculus, algebra, analytical geometry, and astronomy.

___13. According to Newton, force on a mass causes constant motion.

___14. Moliere's comedies reflect his tendency to be realistic about his view of man.

___15. The politically powerful discouraged the development of drama in 17th century France.

___16. Jean Baptiste Lully used the pseudonym "Moliere."

III. Concepts

1. Check the following reasons which explain the advances in science in the 17th century.

___development of tools as practical necessities
___kings support of individual scientists
___rise of deductive thinking
___men no longer dominated by the Church
___development of industry

2. Place a check by the statements which are characteristics or dominent themes of the 17th century.

___17th century men asked how instead of why.
___The 17th century was a period of quantitative thinking.
___17th century scientists had complete trust in authority and tradition.
___17th century scientists introduced the experimental method.
___17th century science left the world in a mechanistic state.
___17th century man had regained the medieval faith in the Church.
___17th century man believed that he should not question and examine life.

IV. Inductive or deductive

Check the type of reasoning used in the following passage ___inductive ___deductive

St. Paul said, "Let every soul be subject unto the higher powers. For there is no power but of the powers that be ordained of God: and they that resist shall receive themselves damnation."
We can see, then that all political power is of God. So rulers act as the ministers of God and as his lieutenants on earth. It is through them that God exercises his anger.

What kind of reasoning does the author of the following passage support?
___ inductive ___deductive

One method of delivery alone remains to us; which is simply this: We must lead men to the particulars themselves, and their series and order; while men on their side must force themselves for awhile to lay their notions by and begin to familiarize themselves with facts.

V. Reading and interpreting documents

After reading the following passage, check the conclusions that logically can be drawn.

GEOMETRY OF THE ARTS: It will be freely admitted that there are but few artists who do not need to know the elements of mathematics, but a paradox not so readily seen is that in many cases such knowledge would be harmful to them if their wide practical familiarity with physical things were there as a corrective to theory--knowledge of places, positions, irregular figures, substances, and their characteristics, elasticity, rigidity, friction, consistency, durability, effects of air, water, cold,

heat, dryness, etc. It is clear that academical mathematics consist only of the simpler and less involved elements of the mathematics of workshops. There is no such lever in real life as Varigonon imagines in his propositions; there is no natural lever of which all the conditions can be brought to calculation. Among these conditions there are many of great practical importance which, though they are appreciable, cannot be measured by even the most precise mathematical computation. From this it follows that one whose knowledge of science is purely theoretical is usually a pretty clumsy fellow while an artist whose knowledge of science is only practical is but a very limited craftsman. But, it seems to me, experience shows that an artist can more easily dispense with theory than any man, no matter what he be, can do without a certain measure of practical knowledge. The whole question of friction, for example, has remained, in spite of calculations, a matter of experience and experiment. How far would theory take us on its own? How many bad machines are designed every day by people who imagine that levers and wheels and pulleys and ropes work in a machine as they do on paper and who, having no practical experience, know nothing of the difference between an actual machine and its sectional drawing...

___The writer dismisses science as unimportant.
___The writer is attempting to explain the scientific process of thought.
___The writer believes many artists are applying some scientific knowledge to art.
___The writer believes scientific theory is more important than practical knowledge.
___The author warns artists against applying the rigidity of scientific methods to art.
___The author believes artistic achievement to be more important than scientific achievement.

VI. After reading the excerpt below, decide whether it discusses social, political, economic, or religious activity. Then write a well thought-out sentence in which you explain the activity as discussed in the passage.

From Colbert's "Memoir on Finances"

In these three points consist the greatness and the power of the state and the magnificence of the king through all the expenditures which large revenues permit. And this magnificence is greater still because, at the same time, it abases all the neighboring states, inasmuch as there is only a given quantity of money which circulates in Europe and this quantity is increased from time to time by what comes in from the West Indies. (Space was provided for the answer on the test paper.)

VII. Baroque Music

1. List three major developments in musical <u>form</u> in the 17th century (ex. sinfonia).
   a. c.
   b.

2. Briefly state the differences between operas and oratorios.

3. List three instruments which originated in the 17th century.
   a. b. c.

VIII. Baroque Painting and Architecture

1. _____ Name of the painting
   _____ Name of the artist
   How is order achieved in this painting?

2. Why can this painting be considered Baroque? Make specific references to the painting.

3. Explain how this building moves in space.

IX. Identify and Give the Significance. Choose <u>one</u>: Colbert, Newton

X. After reading the following passage, decide which one of the humanities questions is under discussion. Then comment on what the author says. What does he feel about the relationship? Use complete sentences. Do not paraphrase.

What a chimera, then is man! What a novelty, monster, chaos, contradiction, prodigy! Judge of all things, weakearthworm, depositary of truth, sewer of uncertainty and error, glory and scum of the universe!

Question:_____

Answer:

TEST B

Assignment: Write a five paragraph documented essay on "Order in the Seventeenth Century." Limit your topic into a thesis and a purpose.

WORLD CIVILIZATION I AND II

CHINA

POINT OF VIEW

Although man has common needs and desires, he seems quite different when viewed in various parts of the world. Each culture develops particular ideas which direct individual lives, social customs which relieve problems of group living, concepts which form the basis for organization, and traditions which explain man's place in the world. No matter how different the explanations may be, they all function to enable man to live in a way which successfully fulfills his needs and desires. Because the explanations are different, man also seems different. Chinese civilization was studied to investigate the reasons for the cultural differences between East and West and to show the difficulties encountered when one culture tries to accept the ways of another.

In the early civilization of the Wang Ho, man lived, thought, and acted much like man in the Nile and Tigris/Euphrates civilizations. Later different values were developed in each area. Varying values led to different cultures in the East and West. In China Taoist, Confucianist, and Legalist thought mixed to form a tradition which fostered great respect for nature, close family ties, and a governing system in which a few people made the rules and enforced obedience. While Western individualism was evolving, the Chinese continued to accept the tried and tested solutions. The stability of these values encouraged a flowering of Chinese civilization while the West struggled

to fuse varying values into a workable system. As Western civilization developed, the people of Europe made contact with the East. Because man clings to his own value system, contact led to conflict. Using advanced technology the West was able to subdue China. For the first time China questioned her superiority. Adaptation to the new values became necessary for survival. China began to develop technologically; Western ideas of equality and justice began to influence traditional thought.

The adjustment is far from complete. Communism with totalitarian methods has been accepted as the method for accomplishing a synthesis of some of these differing values. Both cultures still cling to the superiority of their own value systems. The relative unimportance of the differences is not accepted by either side. The problem will someday have to be solved. Differences will have to be understood and the man-ness of all men will have to be accepted.

SUMMARY OF METHODOLOGY: CHINA

The instructors hoped to initiate interest in the unit on China by asking the students to collect references to China from current news reports. The border clashes on the Ussuri River dominated the clippings which the students collected, but underlying all of the news commentaries was the awareness that very little is known about current affairs in China. In addition to their clippings, we discussed slides of Chinese art, topography, industrial plants, river scenes, and village scenes. From these discussions, students speculated about China. They discovered that generalizations could be formed, however, little could be said with certainty until further inquiry provided additional evidence.

To maintain student interest in current China, we showed two films with sharply contrasting points of view about Red China. Students not only learned more specifics about the Communist mainland but also clearly saw the necessity for distinguishing between fact and opinion.

Having established an interest in contemporary China, students had strong motivation to examine the factors which brought China to its current position. Geography, anthropology, and traditional thought were studied as bases for China's development. Students explored the economic, political, literary, and artistic trends in Traditional China. We did not attempt to teach chronological accomplishments of various dynasties. Instead, students were led to an understanding of those factors which characterized the period known as Traditional China.

With this understanding, students were ready to study the impact of the West upon China. Films, a novel, and some primary source materials were used to illustrate the conflict of value systems which arose when contact was made with the West. The long wars with Japan and Russia and the internal strife between Nationalists and Communists compounded the problems which China faced in modern times.

To help students understand Communist China, totalitarian methods of thought control and Red Guard-type units were imposed by instructors and fellow students. Experiencing these methods gave the students an effective understanding of methods used to affect revolutionary changes in China's value system. Additionally, communism, as the economic system selected to solve China's most pressing economic problems, was examined. Students concluded that the Communist regime has to deal with many of the same problems which faced the dynasties of traditional

China. Finally, students compared traditional and modern China. They felt that they had some understanding of the background and the reasons for today's China.

To conclude our unit, we invited a representative of the State Department to speak about United States' policy toward the People's Republic of China. His theory was that the two great continental powers, Russia and China, would, as Homer Lee predicted, each try to gain control of Asia. United States' policy, therefore, should be directed to maintaining a balance between these two powers, preventing either from seizing control. The Ussuri River border clashes were still in the news; the students felt they had a solid background for intelligent discussion of this situation.

OBJECTIVES: TRADITIONAL CHINA

1. To be able to check items which state views based on factual knowledge of Chinese civilization rather than views based on prejudicial judgements.

   80% of the students should achieve 80% correct answers.

2. To be able to check values which are those of traditional China in a list that includes values of other peoples as well as those of the Chinese.

   85% of the students should mark 80% correctly.

3. To be able to check those statements in a list which explain the philosophical ideas expressed in two specific works of art.

   60% of the students should be able to mark 88% of the statements correctly.

4. To be able to check the Chinese way of thought, Confucianist, Taoist, or Legalist, that influenced the author of a quoted poem.

   80% of the students should be able to achieve the objectives as stated.

5. To be able to recognize techniques of traditional Chinese artists by checking those techniques that are evident in one painting.

   85% of the students should be able to mark 75% of the statements correctly.

6. To be able to answer multiple choice questions which test basic information about traditional China.

   90% of the students should achieve 65% correct answers.

7. To be able to list three ways that geography has influenced the civilization of China.

   85% of the students should achieve 66% correct answers.

8. To be able to recognize which of the four humanities questions is under discussion in three given passages from Chinese sources and to write one sentence which explains the answer implied in the quotation.

   a. 70% of the students should be able to recognize the question under discussion.

   b. 80% of the students should be able to achieve 77% correct answers.

9. To be able to subordinate or coordinate ideas according to directions. (Note: World Civilization II was instructed in this to reinforce last year's introduction to this material. World Civilization I students had this instruction in connection with the Greek unit.)

   85% of the students should be able to achieve 63% correct answers.

OBJECTIVES: CHINA

1. To be able to check items which all people have in common as opposed to items which deal with ideas that come from particularized values or cultures.

   75% of the students should achieve 85% correct answers.

2. To be able to check those problems that China faced under traditional government and still faces today.

   80% of the students should achieve 80% correct answers.

3. To be able to criticize prejudicial judgements about China by citing specifics which prove the statement invalid.

   75% of the students should achieve 80% correct answers.

4. To be able to check items which state views based on factual knowledge of Chinese civilization rather than views based on prejudicial judgements.

   90% of the students should achieve 60% correct answers.

5. To be able to list traditional values that have continued in Chinese culture into the Communist rule and to give specific evidence on which the conclusion is based.

   55% of the students should achieve 83% correct answers.

6. To be able to indicate recognition in original documents of ideas as either social, political, or economic by writing the number of the sentence from the document beside the correct category.

   70% of the students should achieve 80% correct answers.

7. To be able to read and then select the correct interpretation of a document from a check list of four possible interpretations.

   77% of the students should achieve 80% correct answers.

8. To be able to answer multiple choice questions which test knowledge of China since 1800.

   90% of the students should achieve 63% correct answers.

9. To be able to match economic terms used in relation to the study of China's economy with their definition and to demonstrate a knowledge of China's economy by answering true-false and multiple choice questions.

   75% of the students should achieve 80% correct answers.

10. To be able to list four Western ideas that have influenced China since 1850.

    75% of the students should achieve 75% correct answers.

11. To be able to demonstrate a knowledge of methods of controlling thought by listing four techniques of thought control used in class.

    70% of the students should achieve 80% correct answers.

12. To be able to recognize ideas that are totalitarian rather than Communist by checking totalitarian ideas in a list that includes both types.

    75% of the students should achieve 80% correct answers.

13. To be able to write an informal paper of personal opinion which is supported by specific factual knowledge.

    80% of the students should achieve a grade of B or better.

14. To be able to write a formal expository book review discussing two or three of the following points--style, theme, point of view, and characters.

    30% of the students should achieve a grade of A.

15. World Civilization I: To be able to write a formal expository paragraph.

    90% of the students should achieve a grade of C or better.

    World Civilization II: To be able to write a formal expository essay.

    90% of the students should achieve a grade of C or better.

BLOCK PLAN: CHINA

Day	Periods 1 and 5	Periods 2 and 6
127	A-106-S C-200-M B-104-K D-202-C Bring in clippings on China--be ready to discuss your information	Groups A-D: Same as 1/5 Slides of China Continue discussions based on further evidence Write reactions--collect
128	1-200-M 3-201-K 5-106-S 2-202-C 4-104-W Discussion of reactions	ABCD-Auditorium-MMSWC Film: Communist China 23 min. We will go into the auditorium in the middle of the movie Assignment: Write a short reaction to the movie. Due day 129.
129	ABCD-Auditorium-MMSWC Film: Morley Safer's Red China Diary 54 min.	Groups 1-5: Same as 1/5-day 128 Collect reaction to movies Discuss reaction to movies Assignment: Buy and read The Good Earth. Due day 130.
130	ABCD-Auditorium-MM Slides and overlays - the geography of China Filmstrip: "Birth Places of Civilizations"	AB-104-106-M CD-200-202-M Discussion: What do all men have in common? Assignment: Map of China. Instructions in class. Due day 132.
131	1-201-M 3-106-S 5-104-W 2-200-M 4-202-C WC I Set up schedule to return Rome essays and explain continuing work on expository writing WC I & II Discussion: What is man?	WC I ABCD-Auditorium-M Guest Lecturer: Anthropology Dr. Lucille St. Hayne WC II AB-104-106-C CD-200-202-M Writing: subordination and coordination of ideas; achievement of unity through subordination
132	AB-200-202-W CD-104-106-S Informal lecture-discussion: Geography Collect maps	Continue as for 1/5 for half of period, then as follows A-104-W B-201-M C-106-S D-200-M Speculate on the influence of geography on China's development Assignment: Literature minus. Due day 134-135.

Day	Periods 1 and 5	Periods 2 and 6
133	1-104-W 3-200-M 5-201-K 2-106-S 4-202-C Three ways of thought in China--mimeo and reading	Groups 1-5: Same as 1/5 Continue discussion of Chinese thought Assignment: Create some imaginative reaction--poem, art, collage, music, essay--to traditional China. Due day 142.
134	Groups 1-5: Same as above Continue discussion of Chinese thought	Groups 1-5: Same as 1/5 Discussion of how thought establishes a value system
135	AB-104-106-S Slide lecture: Chinese thought reflected in art C-200-M D-202-C Readings and discussion: Chinese thought in literature	CD-104-106-S Slide lecture: Chinese thought reflected in art A-200-M B-202-C Readings and discussion: Chinese thought in literature
136	AB-104-106 CD-200-202 Reading period: The Good Earth and/or newspapers Special help for those who feel they do not understand Chinese thought	ABCD-Auditorium-WCM Films: Chinese Shadow Play Night at the Peking Opera Discussion of most obvious characteristics of Chinese drama
137	1-201-K 3-106-S 5-202-W 2-104-M 4-200-C Mimeos on traditional life in China Assignment: Buy and read A Single Pebble. Due day 146.	ABCD-Langley Hall-C Chinese music and slides of life in traditional China WC II Essay assignment
138	AB-104-106-SK CD-200-202-MC Work on creative reactions in class	A-202-C C-200-M B-201-K D-106-S WC I Discussion: The Good Earth WC II Check introductions and purpose of essays
139	Groups A-D: Same as 2/6 above Discussion: The Good Earth	ABCD-Auditorium-W Lecture: Political Developments in China from 1400 B.C. to 1911

Day	Periods 1 and 5	Periods 2 and 6
140	A-104-W C-200-M B-106-S D-202-C Discussion of answers traditional Chinese might have given to the humanities questions	AB-200-202-K CD-104-106-W Review - bring questions WC II During review instructors will check outlines for essays. These must be neatly arranged and must have purpose and introduction attached.
141	AB-200-202-C CD-104-106-K Test: Objective and paragraph - Traditional China's answer to one of the humanities questions	Continue previous period
142	ABCD-Auditorium-MSWCK Creative reactions	Continue previous period
143	ABCD-Langley Hall-MSWCK Creative reactions Assignment: China, Development by Force, pp. 1-18. Due day 146.	Continue previous period
144	ABCD-Auditorium-K Film: Inn of the Sixth Happiness Assignment: Write reaction to movie. Due day 145.	Continue previous period
145	1-201-K 3-202-C 5-106-S 2-200-M 4-104-W Discuss the movie--instructors present professional movie review. Distribute mimeo material. Due day 146.	ABCD-Langley Hall-S Discussion of a professional book review Assignment: Write a book review. Due day 155.
146	A-106-S C-201-K B-104-W D-202-C Mimeo readings and discussion of China's reaction to the West. China, Development by Force. pp. 1-18 due.	A-106-S C-202-C B-200-M D-104-W Discuss: A Single Pebble Slides of China - Geography Assignment: China, Development by Force. pp. 19-79. Due day 150.
147	Groups A-D: Same as 2/6 above Discussion: A Single Pebble	AB-200-202-CR CD-104-106-SW Return test on traditional China WC I Return paragraphs and discuss

Day	Periods 1 and 5	Periods 2 and 6
148	ABCD-Auditorium-SKWC Film: China, 1932-1945 Discussion of film	WC I A-106-S C-201-K B-104-W D-202-C Continue discussion of China, Development by Force, pp. 1-18 WC II 1-104-W 3-200-M 5-202-C 2-106-S 4-201-K Return essays
149	ABCD-Langley Hall-SKWMC Review of traditional China Slides and music of traditional China	Continue previous period
150	A-106-S C-201-K B-104-W D-202-C Discuss: China, Development by Force, pp. 19-79 Objective quiz on Development by Force day 151	Groups A-D: Same as 1/5 Mimeo readings on commune system, Communist party education
151	ABCD-Auditorium-CKSWM Films: China, A Portrait of the Land and China's Villages in Change Discussion: Economics Quiz on China, Development by Force	ABCD-Auditorium-C Filmstrip: "Feng-Feng" Short story mimeo
152	AD-104-106-W BC-200-202-M Collect reaction to thought content	ABCD-Auditorium-C "Do Not Spit at Random" Assignment: Written reaction. Due day 153.
153	ABCD-Auditorium-W Film: Red China	I,II-200-M III,IV-202-C V,VI-106-S Review instructions for book review Discuss reaction to play and continue discussion of day 152 Return folders--put propaganda examples in folders Assignment: Written reaction to entire unit. Due day 155.
154	ABCD-Langley Hall-W Lecture-Discussion: China Bring all ditties, notes and folders	1-200-M 3-201-M 5-106-S 2-202-C 4-104-W Discussion: The humanities questions

Day	Periods 1 and 5	Periods 2 and 6
155	Groups 1-5: Same as 2/6 above Discuss written reactions Play tapes Collect written reactions	Groups 1-5: Same as 1/5 Book review due
156	ABCD-Langley Hall-W Guest Speaker	Continue previous period
157	AB-104-106-WS CD-200-202-MC Test	Continue previous period

METHODOLOGY: CHINA

Day 127

Discuss collected news clippings of current events in China

In order to stimulate interest in China, students were asked to gather news about current events related to Red China or Nationalist China. This assignment was made a week before the unit was scheduled to begin. (The border clashes between Russia and China afforded many news items.)

Sample clippings and magazine articles were posted on a bulletin board and by the time we were ready to start, all bulletin boards were filled with pictures of traditional China and of the People's Republic of China.

Chronology of recent events was discussed and questions were raised as to the possible outcome of events.

Note: Only after spending several days on the unit did we realize that we should have given some type of pre-test which recorded the students' concepts and opinions of China and the Chinese people prior to their study. Before repeating the unit another year, we would give the students a questionnaire which asked such questions: A. Check from the following list of characteristics the four which you most closely associate with the Chinese. On the list might be such adjectives as sly, artistic, shrewd, intelligent, honest, etc.; B. The People's Republic of China is ruled by men who (choose one) 1. have little concern for the welfare of the citizens within the country, 2. aim to establish an ideal society, 3. are working for personal wealth and power; C. Do you think that the governments of China and the U. S. withhold information from their people (choose one) 1. about equally, 2. China withholds more, 3. U. S. withholds more.

Slides of traditional and modern China were shown in small groups

We showed a representative group of slides in each room. Students were encouraged to speculate about the kind of civilization which would foster these activities. The scenes, art objects, and activities in the slides were used as a take-off for speculation about the nature of the Chinese civilization. The students had participated in this kind of inductive-inquiry approach before. They tried to generalize about China on the basis of the evidence gathered from newspapers and magazines and from the evidence in the slides. After oral discussion, each student was asked to write his reaction to what he knew about China. The written reactions were collected at the end of the period.

Day 128

Taping of reactions written the previous day

Students read the reactions to China which they had written the day before. Since they did not know that what they had written would be taped, and since there was no opportunity for changing what they had written, each student could see the value of clear and well constructed sentences. No comments were made before the taping was completed, but then students were encouraged to evaluate the stud-

ture and content of what they had written. This exercise in evaluation was valuable because vocabulary, sentence structure, word choice, and grammar were discussed as well as the difference between statements of fact, statements based on well-founded opinion and statements based strictly on prejudicial opinion. This activity took about 1½ periods. As taped reactions were played back, instructors commented on listening skills and on language skills such as modulation, enunciation, diction.

Film: Communist China

Following the film, which discusses China's potential for change and which emphasizes the capabilities of the land and people, students were given a few minutes to write reactions to the film. These were taken home and polished for inclusion in a folder given to each student as a collection point for all written work in this unit.

Note: The writing program of this unit is aimed at improving formulation of opinions, learning to review books and films, and writing compositions which involve statements of well-founded opinions. Throughout the unit "reactions" are assigned to give students practice in formulating well-founded opinions. Not all of these are corrected by the instructors, but they are all filed for the students to use when they write their final reaction to China. Hopefully, by the end of the unit, the reactions will be logical, will be based on fact, and will indicate that the students realize that opinions based on knowledge are more acceptable than prejudicial judgements.

Day 129

Film: Morely Safer's Red China Diary

After viewing the film, students wrote reactions to the film. Sample reactions to the film seen the day before and to this film were read and discussed. The point of view, quality, and content of the two films were discussed. Since the first was a documentary which tried to be objective, and the second was a documentary of one man's experience, there were significant contrasts which were apparent to the students. The possibilities for reviewing films from a personal and from an objective point of view were discussed. Students were encouraged to read reviews of films in the New York Times, Saturday Review, Life, Time, etc.

Day 130

The geography of China

The overhead projector was used to show topographical maps of China. The geographical features of China were discussed. Slides and overlays showed the relative size of China compared to the U. S., population distribution, location of cities, etc. Students were assigned map work, and were given twenty study questions related to geography.

Filmstrip: "Birthplace of Civilization"

This filmstrip points out the features of civilized living com-

mon to the four river-valley civilizations: governments that could control relatively wide regions; systems of writing; advanced techniques of pottery making and similar crafts; art and architecture of a high order; religion of ethical as well as spiritual content.

Slides of China and the earth taken from Apollo 8: What do all men have in common?

We had slides made of pictures taken by Apollo 8 which appear in an Air Force Publication now available through the Government Printing Office. As the slides flashed on the screen, the instructors posed the question: What do all men have in common? The portion of Archibald MacLeish's poem which says that "we are all earth men" was read and students responded to the question and the poem. All earth men, students concluded, have in common the need for food, shelter, social, and spiritual security.

Day 131

Writing help schedule set up for W. C. I

Students met in the small groups with the instructors who had corrected their last writing assignment. They were scheduled to meet with the instructor on specific days to discuss their writing problems and to decide on a follow-up assignment which would best suit individual needs.

Discussion: What is man? W. C. I and W. C. II

This discussion continued in small group situations the topic begun on day 130. Generally speaking, students arrived at conclusions which centered on the idea that all men have certain needs, desires, and feelings which are very much the same. An excerpt from a pamphlet "What is Race?" published by UNESCO was dittoed and used to emphasize the fact that "race" does not account for levels of civilization. Differences are rather the result of social, political, economic, and geographic circumstances.

Lecture: Anthropology W. C. I

Dr. Lucille St. Hayme, an anthropologist connected with the Smithsonian Institution lectured to the W. C. I students on the nature of the study of anthropology. Basically, this lecturer arrived at the same conclusions regarding the relationship between cultural and racial differences set forth in "What is Race?" (UNESCO, 1952, pp. 60-63).

Writing Program W. C. II

Since the W. C. II students had had more work than the W. C. I students relative to anthropology and the differences and similarities among races when they studied Darwin, etc. in connection with the 19th century, we felt that they could skip the lecture and spend some time on a writing problem which needed work. Therefore, two hours were spent studying methods of coordinating and subordinating ideas in sentences and in discovering the necessity for understanding these techniques in order to improve unity and coherence in paragraph writing. (Warriner's Grammar and Composition plus

specially dittoed examples and exercises)

Day 132

Informal lecture-discussion: Geography of China

Maps were checked and collected. Slides depicting various characteristic geographic features of China were shown and explained. Study questions were discussed and questions answered if students indicated that they had encountered problems in finding material.

Speculation on the influence of geography on China's development

Problems which the Chinese might encounter because of particular geographic conditions were discussed. For example: A) Geographic features which caused isolation of China from the West were reviewed. B) Internal barriers which caused difficulties with regard to cultural and political unity were pointed out. C) Difficult and various climatic conditions were explained and adaptations of agriculture to these conditions were pointed out. D) Problems arising from lack of arable land and large population were illustrated with slides made of maps in Asia's Lands and Peoples, by George Cressey.

Day 133

Thought of China

In this area of study the W. C. I students had an advantage because their study of the "religions" of China had taken place recently. W. C. II students were expected to review Taoism, Confucianism, and Buddhism in the paperback Great Religions of the World which they had used the year before.

In addition to these systems of thought the Legalist philosophy was added. (Buddhism, since it was foreign to Chinese philosophy, and since this religion did not influence basically Chinese ways of viewing life, was minimized as an influence on the development of traditional China.)

Mimeographed readings excerpted from Arthur Waley's Three Ways of Thought in Ancient China were the basis for an introduction to the major schools of Chinese thought: Taoism, Confucianism, and Legalism.

Three ways of thought in China: Taoism, Confucianism, Legalism--mimeo readings of primary source material

The selections were carefully chosen to give as accurate an understanding as possible of Chinese thought. The readings could lead the students to the following conclusions about each school of thought.

Taoism: valued non-action and the natural way, valued a simple, non-materialistic life, anti-progress and anti-state.

Confucianism: valued education and it was the educated gentleman who should govern, the past with its tradition and ritual were revered, good rulers set good examples for the people, and men must respect the elders.

Legalism: law was important and a strong government was necessary, the government knew what was good for the people, agricultural production and military expansion were the major aims of the state, anti-tradition and anti-literati.

Day 134

Continue with Chinese thought

See day 133.

Thought establishes a value system

Small group discussion emphasizing the idea that the way a man views his relationship to self, others, state, and God at a particular time in history has a definite effect on the material and ideological values that man has. The emphasis which a man places on a particular value may change as his philosophy changes. As a result of his Greek heritage, Western man views himself as having an integral part in the law-making procedure. As a result, Western man values individual participation in law making. In the East, the philosophy which influences man's relationship to government does not emphasize individual participation in the law-making process. Eastern philosophy emphasizes the importance of family relationships; in the West, however, philosophy does not place as great a value on this relationship.

Day 135

Slide lecture: Chinese Thought Reflected in Traditional Art

After showing several slides and asking students to react, the instructor gave out a chronological listing of the dynasties with brief notes about the kind of art which flourished in each dynasty. Parallel to this information was a brief outline of events occurring in the field of art in the West. Slides were shown to illustrate the ditteed material. The values "recorded" by artists were pointed out; particular attention was given to the influence of Taoism on subject matter and the influence of Confucianism upon the six canons of painting drawn up by Hsieh Ho, a 5th century critic. The material in the Time-Life book Ancient China would be helpful to instructors in explaining the stylized, yet vital, art produced in traditional China. (The influence of Buddhism on art was mentioned, but was subordinated because Buddhism is considered an outside influence.)

Chinese thought in literature

Lecture-discussion centered around mimeographed poems and a short tale the students had been assigned. The influence of Taoism and Confucianism were very apparent. The groups benefitted from the fact that several students who excelled in reading poetry read the poetry aloud.

Day 136

Reading period or special help with readings

Students read The Good Earth or their assignments while those who had found the readings on Chinese thought difficult met with Pres Instructors to examine the readings again.

Films: Chinese Brush Play and Night at the Peking Opera

After the films the instructors pointed out the most obvious characteristics of Chinese drama: Drama, which began when stories were told by groups of singers, developed in the same way that drama developed in Greece. By the Mongol Period themes which dealt largely with filial piety and loyalty, actors' movements, and musical accompaniment had become stylized. Students found Chinese drama amusing. Later a group of students produced a shadow play based on the folk tale "The Wonderful Pear Tree" as part of the program of original reactions. Another group wrote an original play which satirized the filial piety of Chinese youth and the stylized movements of Chinese actors.

Day 137

Traditional life in China

Mimeographed primary material served as the basic text for further inquiry into traditional society. These readings provided further information on the traditional value system. Discussion centered on a comparison of traditional Chinese and Western values.

Slides and music of traditional China

Slides illustrating traditional life in China were shown while a record of Chinese music from The History of Music in Sound series was played. The last few minutes of the period instructors pointed out how slides and music provided further evidence for generalizing about the Chinese value system.

W. C. II Essay assignment

Students were directed to write a five-paragraph, formal expository essay on some aspect of traditional China. They were permitted to select and limit the subject matter. They had to conform to the following requirements: subject had to relate to traditional China; material learned in class through films, slides, discussion, mimeos, etc. should serve as source material; clear purpose should involve one "thread" which could be developed in the paper. This essay was not intended to be a research paper. Examples of topics: Taoism reflected in Art, The Influence of Geography on Economic Conditions, etc.

Day 138

W. C. I Work on planning creative reactions to traditional China

Since some students had planned plays, skits, and other group activities for their creative reactions to China, we allowed class time for organization. Students who planned individual presentations worked on their own material. For an activity like this, we spread out as much as possible by using empty classrooms, the auditorium, hallways which are not near classrooms, etc.

W. C. I Discussion of The Good Earth

Questions about the setting, time, period, author, etc. were answered. The philosophy of Wang Lung was discussed in terms of typical traditional Chinese thought. Students concluded that Wang Lung acted according to tradition, but that evidences of change (trains,

armies, revolution, etc.) could be seen in the novel.

W. C. II Help with essay assingment; study period; group work on creative reactions

Instructors checked purpose and introductory paragraph of essays. While instructors checked these and consulted with individual students, the other students continued on their essays in the classroom or the library. As soon as instructors had checked purposes, students who were working on group presentations for creative reactions were free to work in other rooms.

Day 139

Discussion of The Good Earth

Discussion centered around the social, political, economic, cultural and religious activity evident in the novel.

Lecture: Political Development in China from 1400 B. C. to 1911

The lecture generalized about political developments in China until the fall of the Manchus. Among some of the points were the fact that China had had a continuous civilization longer than any other, the ability of the Chinese to absorb foreigners who invaded, the strong military organization necessary to control the warring factions, and the necessity of a centralized government to solve China's many problems. The Legalist influence on government, the Confucian bureaucratic system, and the concept of the Mandate of Heaven were brought out.

Day 140

Discussion of the humanities questions

Within each room, students divided into four groups. Each group selected a chairman and a reporting secretary. They decided upon answers traditional Chinese would have given to the humanities questions. After about 15 minutes, each group reported its findings to the entire class and members of the groups answered questions. A ditoed sheet of the best answers was composed and distributed the following period by a committee of students from each room.

Review of traditional China

Students were urged to bring to class questions which they had regarding any of the material covered. These questions were answered. Then students divided into small groups within each classroom to conduct a "round robin" quiz session.

W. C. II Check basic outlines for multi-paragraph essays which students will complete in class as part of test on day 141

Instructors checked outlines while students reviewed for the test. Although no specific organized material was introduced, but students were expected to solve the problems independently.

Day #1

Objective test

A one hour objective test was given to both groups. M. C. I students spent the second hour checking the test in class and discussing the answers. A part of the second hour was spent writing a paragraph: traditional answer to one of the humanities questions.

M. C. II Essays finished in class

Using their topic outlines, M. C. II students wrote their essays in class.

Day #2

Creative Reactions

Students presented and, when necessary, interpreted their creative reactions. Among the presentations were: collages, short stories, poems, silk screen paintings, shadow plays, paintings on silk, skits, numerous plays. The instructors served tea and various cookies in their office which is accessible to the cafeteria during all lunch periods.

Day #3

Creative Reactions

See day #2.

Day #4

Film: Sun, the Sixth Dimension

This film introduced the part of our unit which dealt with the problems China encountered in adjusting to the impact of the West. Students were required to write reactions to the film.

Day #5

Discussion of The Sun, the Sixth Dimension

Discussion centered around the time period (1900) and the events which indicated that China was changing as a result of contact with the West and as a result of Japanese aggression.

Presentation of professional review of The Sun, the Sixth Dimension from The Saturday Review

Students read some of their reactions aloud. Different copies of the professional review were distributed. The writing techniques as well as the evaluation of the reviewer were examined. Students were encouraged to read reviews of films or books and to practice reviewing in their "reactions."

Introduction of writing a book review

Instructors answered questions of writers' book reviews. Various reviews of novels and nonfiction books were included. Students were given a choice: they could write a five-paragraph

essay unified by a single purpose, or they could simulate the style of reviews commonly published in magazines like the Saturday Review (three-paragraph essays which include comment, synopsis, and evaluation). The assignment to review A Single Pebble was made and students were encouraged to discuss any problems they encountered in writing the review during the lunch-study period, before or after school.

Day 146

Discussion of mimeo readings on China's reaction to the West

The documents, intended to reflect China's reaction to the West from the late 18th century to 1911, included such things as: 1) the Chinese emperor's letter to George III in which he refused to trade; 2) excerpts from the unequal treaties; 3) Chinese official reaction to Western military power; 4) the nature and goals of the 1911 revolution; a statement by Sun Yat-sen on the meaning of liberty. Some of the conclusions which might be drawn were the Chinese' pride in their society, their respect for Western military accomplishments, their ambivalent attitude toward the West, etc. Students noted the limited number of sources available to them from which they could draw conclusions and discussed the validity of these sources for shaping an opinion on China.

Discuss: China, Development by Force, pp. 1-18

Economic development of pre-communist China: Mr. Chang explains the economic development of China in terms of the need all people have to provide "more food, clothing, houses, schools, leisure time, and other things that make for a better life." Trade and commerce developed because China had a government which provided unity, a hard working family-oriented populace, and a diversity of climate which required specialization. Mr. Chang suggests that the economy stagnated because the imperial government was not sufficiently interested in economic affairs. The failure of the Nationalist's "grand design" for economic and political reform opened the way for the communist take-over.

Discuss: A Single Pebble

John Hersey's novel was discussed in terms of China's reaction to the West and a Westerner's reaction to China. Discussion started with student reaction to and judgment of the book. Many did not like the work giving "dull," "monotonous" and "lack of plot" as reasons. This led to a discussion of style, point of view, and theme. The first person narrator is an engineer who thinks in Western terms--logic, reason, scientific and engineering skills. The sentence structure reflects his attitudes. When he is caught up in his Western attitudes the sentences are short and succinct. When he begins to appreciate and feel understanding for the timeless rhythm and flow of traditional Chinese life and thought, the sentences are long and flow smoothly. The plot has no false dramatics, no peaks of tension; even the climax of the book, the scene at Windbox Gorge, does not catch and hold the reader with tension or excitement. The style and the plot structure, then, support and reinforce the theme, the conflict of Oriental and Occidental thought

patterns and way of life. Traditional Chinese values are seen: acceptance of all aspects of nature, harmony with nature, rhythm of nature (Old Pebble as a Taoist). Western values are seen: reason rationality, logic, scientific and engineering skills, control over nature.

Day 147

Continue A Single Pebble discussion--slides used

As we continued the above discussion, students gained a greater appreciation for what Mr. Hersey had said, why he felt it to be a necessary statement, and how he said it. To further enlarge the student's understanding, we circulated four slides: the Yangtze River viewed from Apollo 8; a picture of a Chinese junk being maneuvered with oars and poles; a picture of a family eating on board a junk; and a picture of trackers hauling a junk up river against current, rapids, rocks, etc. Despite the vividness of Mr. Hersey's description of the trackers, the students were appalled at the enormity of the task and the manpower used to accomplish it. Until they actually saw the slides, many could not visualize the difficulties which faced the trackers.

Return test on traditional China

Tests were returned to students assembled in two large groups. Answers were discussed and reviewed. W. C. I - discuss paragraphs. Point out common errors. Use opaque projector.

Day 148

Film: War in China: 1932-1945

A brief discussion of main points followed the film. The Chinese' long involvement in war and the hardships they have undergone arouses sympathy. Old newsreels show the common men of China suffering the ravages of war. Students concluded that after such a long period of confusion the people must have welcomed the relative peace and prosperity that the communist take-over brought.

W. C. I China, Development by Force discussion continued, pp. 1-18

See day 146.

W. C. II Return traditional China essays and arrange writing schedule

Essays were returned to students assembled in five small groups. Each student spoke briefly with the instructor who graded his paper to clarify all written comments. A writing schedule was worked out so each student could come to the W. C. center during his lunch/study hall for individual help with his writing. At these individual sessions, the student was assigned to write a new paper or to rewrite his first paper. These second papers were read carefully to establish that the student had eliminated his previous errors. If he had not, he was asked to write again.

Day 149

Slides of traditional China--review

Traditional Chinese music was played while 100 slides loaded into a carousel projector were shown at 30 second intervals. At the end of 25 minutes of slides, an announcement was made over the P.A. system, "Attention, all W. C. students..." Students were told that as of that moment the Defenders of Democracy Against Anarchy, the D.D. A.A., was in charge. Defenders were asked to stand and be identified by their red, white, or blue arm bands. A series of instructions about grouping and block movements was given and Defenders behaved in a manner resembling the Red Guard. Defenders had been chosen and instructed a week earlier and had kept the "movement" a secret. The Defenders moved the small groups to individual classrooms, handed out rules and the "movement" song. Students stood at attention, recited the rules in unison, and sang the anthem (to the tune of "America the Beautiful" but new words, appropriate to the D.D.A.A.). Instructors were now to be addressed as "Friend_____" and became strict, unsmiling friends of the "movement." Some students were visably upset by the totalitarian methods; particularly by the capitulation of so many of their friends. Some strong minded and liberty loving students deliberately broke rules to be thrown out of class and into the "concentration camp" or "jail." These students were listened to quietly by one instructor who explained why it was necessary to have more students recognize the point of these actions. Each student had to become appalled at the ease of the take-over and the frightening lack of any possible recourse other than obedience. Most students who had this talk agreed to help make the point by returning to class and voluntarily "confessing." Many other students were sobered into deep thinking about what was happening by these "confessions" made by people who obviously were upset and had ostensibly been "broken" by the "movement." Although succeeding days were not as full of tension, the Defenders continued to enforce the rules, etc. through day 152. Classes were conducted by the "Friends" in a rigid, totalitarian fashion.

Note: At this point what appears on the block plan does not really provide a key to what actually occurred in class. The point of the exercise in propaganda and thought control would have been lost if students had been able to anticipate what occurred.

Day 150

Development by Force, pp. 19-79

The methods used by the communist government to break the "vicious cycle of poverty" and to modernize China were discussed. The fact that China is still in a state of flux was emphasized. Slides made from books on contemporary China were used as take-off points for covering the most significant ventures of the communists (e.g. factories with propaganda posters, backyard furnaces, communal farms, conscripted laborers working on a dam, etc.). Discussion of Nationalist China (Taiwan) was minimal. Attention was called to recent National Geographic articles about Taiwan.

Small group discussions of mimeos on contemporary communist China

Four primary sources were analyzed for evidence about China under the communists. The topics: thought control, education, commune system, the recruitment and training of leaders. Discussion

also dealt with the reliability and completeness of sources as evidence for shaping opinion about Red China.

Day 151

Films: China, A Portrait of the Land and China's Villages in Change

Since the films dealt with economic developments and had been made on communist approved tours, they were useful as back-up for Development by Force, as food for discussion about the "bamboo curtain," and as evidence of changing values.

Quiz on Development by Force (10 minutes)

True-false, multiple choice, and matching questions tested for knowledge of terms such as economic system, poverty cycle, great leap forward, etc.

Filmstrip: "Fang Fang"

This short cartoon strip has been used in China to teach the necessity for obedience and work to very young children. The instructor commented briefly on the methods used by communists to influence the values of the youth of China.

Short story

A short story by Li Chun, "Old Man Meng Kuang-tai" was read in class and discussed: 1) What aspects of the traditional value system are the communists trying to root out of the Chinese mind? 2) What new values are the Chinese trying to instill? 3) What methods do the Chinese communists use to persuade people to embrace their ways of thinking? 4) How effective do you think these techniques will be? Do you think that such techniques would be successful in the United States? Why?

Day 152

Large group lecture-discussion of propaganda techniques

Mimeo sheet with names, descriptions, and examples of propaganda techniques (band wagon, transfer, testimonial, etc.) were handed out and discussed. Attention was called to the use of these techniques by advertisers as well as by totalitarian governments. Students were encouraged to look for examples of these techniques to post on a bulletin board.

During this lecture-discussion a pre-arranged exercise in thought control was conducted. (This exercise was not included on the block plan.) The exercise is a staged hypothetical incident requiring pre-arranged planning by the instructor and several students. By maintaining control over all sources of information entering the classroom, the instructor illustrates how information shapes thoughts and changes opinions. (See Bibliography, Teachers' Guide to Totalitarianism) We believe this staged "incident" was more effective in helping students understand the controlled use of information than any lecture on the topic might have been.

Play: "Do Not Spit at Random"

This is a play which has been acted on the street corners in communist China by members of the Young Pioneers. Its theme is the necessity for cleanliness and the prevention of disease. It is brief but is long enough to illustrate one method of conditioning by the communist government. Students rehearsed and presented the play themselves.

Break into small groups and discuss approach to totalitarianism

Why did we approach totalitarianism in this way? What have we learned? What could we have done to combat the forces in favor of thought control? Discussion was a much needed relief from the D.D. A.A. and strict enforcement of rules by "Friends." Students agreed that the experience was far more lasting than a lecture could have been. They felt that they had learned a lesson that would last beyond their school years. They had been shocked at the ease with which totalitarian methods could be employed.

Day 153

Film: Red China

Short discussion on additional evidence about conditions in communist China: evidence of thought control, changing value systems, etc. This film mentioned the attitude of the communists toward existing religions in China. The subtle method of limiting the priesthood and gradually restricting the money available to the places of worship was shocking to the students, but they agreed that the method would probably be affective in irradicating traditional religions.

Review instructions for the book review

Individual problems in writing reviews were settled. Students noted that the reactions they had been writing were similar to what they were including in their book reviews.

Assignment of reaction to China

Folders were handed back so that students would have access to all the clippings they had been collecting, reactions which might be useful, etc. in writing their reaction to all they had learned about China. They were told that they would have to read their reactions aloud to the class and that they should be brief, but thoughtful, should have unity, and should substantiate generalizations.

Day 154

Lecture-discussion: Review of Unit

Major points: The government of traditional China was totalitarian. There were problems of over-population, land scarcity, and disunity within the country. The communists face the same problems as the traditional rulers faced. Under the communists the role of the government has not really changed. The communists have brought technological progress to China. The communists are trying to alter the traditional value system. Concluding remarks: We spent so much time on traditional China because we felt that an

understanding of this period gives great insight into contemporary China.

Discussion of humanities questions

Small group discussions of traditional and modern Chinese answers to the humanities questions. Upon comparing relationships students discovered that many relationships existing in traditional China were unchanged; e.g. little relationship to God, service to the state, etc. were found in both. Differences were also noted; e.g. less family loyalty, more participation in military service and enforcement of government policy. Trying to blend Taoist, Confucianist, and Legalist ideas with Communist ideas tended to make generalizations difficult, and, because of this, the students realized the difficulties involved in changing value systems. Man's tendency to value old and tried solutions to the problems of group living was pointed out. Students were inclined to be impatient with people who cannot face change. However, upon reflection they decided that they too were inclined to cling to certain values.

Day 155

Reactions to all of China due

We spent two profitable periods playing each student's original reaction to China as he had recorded it at the beginning of the unit. After listening to the first response, the student read his second reaction to the class. Reactions were discussed. Any changes in the two reactions? Does the second reaction exhibit more knowledge and less prejudice? Is the second response substantiated and not just generalizations? Many students commented that they felt they could understand the Chinese People's Republic and its aims better than they had before they began the unit.

Day 156

Guest speaker

We asked Mr. John Kimball of the State Department (contacted through the Speaker's Bureau) to discuss current diplomatic relations between the United States and the People's Republic of China.

Day 157

Objective test on traditional and modern China

EVALUATION OF THE UNIT: CHINA PART I

OBJECTIVE ONE

To be able to check items which state views based on factual knowledge of Chinese civilization rather than views based on prejudicial judgments

TEST QUESTION 17 (eight possible points) (see Appendix, China)

STUDENT PERFORMANCE

W. C. I	W. C. II
76 students achieved 8 points	87 students achieved 8 points
8 " " 6 "	14 " " 6 "
no students achieved below 6 points	

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

100% of the students achieved 80% (6 points) correct answers	100% of the students achieved 80% (6 points) correct answers.

OBJECTIVE TWO

To be able to check values which are those of traditional China in a list that includes values of other peoples as well as those of the Chinese.

TEST QUESTION 23 (eleven possible points)

STUDENT PERFORMANCE

36 students achieved 11 points	35 students achieved 11 points
32 " " 10 "	34 " " 10 "
10 " " 9 "	20 " " 9 "
4 " " 8 "	11 " " 8 "
1 " " 7 "	1 " " 7 "
1 " " 6 "	0 " " 6 "
no students achieved below 6 points	

SUCCESS CRITERIA

85% of the students should mark 80% correctly.

RESULT

92.8% of the students marked at least 80% (9 points) correctly.	88.1% of the students marked at least 80% (9 points) correctly.

OBJECTIVE THREE

To be able to check those statements in a list which explain the philosophical ideas expressed in two specific works of art.

TEST QUESTION 20 (eight possible points)

STUDENT PERFORMANCE

36	students	achieved	8	points	54	students	achieved	8 points
30	"	"	7	"	31	"	"	7 "
17	"	"	6	"	10	"	"	6 "
1	"	"	5	"	2	"	"	5 "
0	"	"	4	"	1	"	"	4 "
0	"	"	3	"	2	"	"	3 "
0	"	"	2	"	1	"	"	2 "

no students achieved below 2 points

SUCCESS CRITERIA

60% of the students should be able to mark 88% of the statements correctly.

RESULT

78.5% of the students marked at least 88% (7 points) correctly.

84.1% of the students marked at least 88% (7 points) correctly.

OBJECTIVE FOUR

To be able to check the Chinese way of thought, Confucianist, Taoist, or Legalist, that influenced the author of a quoted poem.

TEST QUESTION 22 (five possible points)

STUDENT PERFORMANCE

75	students	achieved	5	points	93	students	achieved	5 points
9	"	"	0	"	8	"	"	0 "

SUCCESS CRITERIA

80% of the students should be able to achieve the objective as stated.

RESULT

89.2% of the students achieved the objective as stated.

92.0% of the students achieved the objective as stated.

OBJECTIVE FIVE

To be able to recognize techniques of traditional Chinese artists by checking those techniques that are evident in one painting.

TEST QUESTION 21 (four possible points)

STUDENT PERFORMANCE

58	students	achieved	4	points	60	students	achieved	4 points
20	"	"	3	"	30	"	"	3 "
6	"	"	2	"	10	"	"	2 "
0	"	"	1	"	0	"	"	1 "
0	"	"	0	"	1	"	"	0 "

SUCCESS CRITERIA

85% of the students should be able to mark 75% of the statements correctly.

RESULT

92.8% of the students marked 75% (3 points) of the statements correctly.

89.1% of the students marked 75% (3 points) of the statements correctly.

OBJECTIVE SIX

To be able to answer sixteen multiple choice questions which test basic information about traditional China.

TEST QUESTIONS 1 - 16 (thirty-two possible points)

STUDENT PERFORMANCE

13	students	achieved	32 points	15	students	achieved	32 points
43	"	"	31-28 "	48	"	"	31-28 "
23	"	"	27-21 "	30	"	"	27-21 "
3	"	"	20-14 "	1	"	"	20-14 "

no students achieved below 14 points

SUCCESS CRITERIA

90% of the students should achieve at least 65% (21 points) correct answers.

RESULT

96.3% of the students achieved at least 65% (21 points) correct answers.

99% of the students achieved at least 65% (21 points) correct answers.

OBJECTIVE SEVEN

To be able to list three ways that geography has influenced the civilization of China.

TEST QUESTION 19 (six possible points)

STUDENT PERFORMANCE

58	students	achieved	6 points	45	students	achieved	6 points
8	"	"	5 "	15	"	"	5 "
11	"	"	4 "	20	"	"	4 "
6	"	"	3 "	14	"	"	3 "
0	"	"	2 "	5	"	"	2 "
0	"	"	1 "	1	"	"	1 "
1	"	"	0 "	1	"	"	0 "

SUCCESS CRITERIA

85% of the students should achieve 66% correct answers.

RESULT

91.6% of the students achieved 66% (4 points) correct answers.

79.2% of the students achieved 66% (4 points) correct answers.

OBJECTIVE EIGHT

To be able to recognize which of the four humanities questions is under discussion in three given passages from Chinese sources and to write one sentence which explains the answer implied in the quotation.

TEST QUESTION 18

STUDENT PERFORMANCE - Recognition, three possible points

62	students	achieved	3	points	73	students	achieved	3	points
14	"	"	2	"	19	"	"	2	"
8	"	"	1	"	8	"	"	1	"
0	"	"	0	"	1	"	"	0	"

SUCCESS CRITERIA

70% of the students should be able to recognize the question under discussion.

RESULT

73.8% of the students recognized the three questions under discussion.

72.3% of the students recognized the three questions under discussion.

STUDENT PERFORMANCE - Explanation of answer implied in question, fifteen possible points

18	students	achieved	15	points	31	students	achieved	15	points
14	"	"	14	"	25	"	"	14	"
14	"	"	13	"	14	"	"	13	"
10	"	"	12	"	9	"	"	12	"
11	"	"	11	"	7	"	"	11	"
4	"	"	10	"	7	"	"	10	"
2	"	"	9	"	2	"	"	9	"
4	"	"	8	"	2	"	"	8	"
4	"	"	7	"	1	"	"	7	"
2	"	"	6	"	1	"	"	6	"
0	"	"	5	"	0	"	"	5	"
0	"	"	4	"	0	"	"	4	"
0	"	"	3	"	2	"	"	3	"
0	"	"	2	"	0	"	"	2	"
0	"	"	1	"	0	"	"	1	"
1	"	"	0	"	0	"	"	0	"

SUCCESS CRITERIA

80% of the students should be able to achieve 77% correct answers.

RESULT

80.7% of the students achieved 77% (7 points) correct answers.

85.1% of the students achieved 77% (7 points) correct answers.

OBJECTIVE NINE

To be able to subordinate or coordinate ideas according to directions. (Note: W. C. II was instructed in this to reinforce last year's introduction to this material. W. C. I students had this instruction in connection with the Greek unit.)

TEST QUESTION 24 (eight possible points)

STUDENT PERFORMANCE

42	students	achieved	8	points	43	students	achieved	8	points
9	"	"	7	"	16	"	"	7	"
20	"	"	6	"	25	"	"	6	"
8	"	"	5	"	4	"	"	5	"
3	"	"	4	"	9	"	"	4	"
1	"	"	3	"	3	"	"	3	"
0	"	"	2	"	0	"	"	2	"
1	"	"	1	"	0	"	"	1	"
0	"	"	0	"	1	"	"	0	"

SUCCESS CRITERIA

85% of the students should be able to achieve 63% correct answers.

RESULT

94% of the students achieved 63% (5 points) correct answers.

87.1% of the students achieved 63% (5 points) correct answers.

EVALUATION OF THE UNIT: CHINA PART II

OBJECTIVE ONE

To be able to check items which all people have in common as opposed to items which deal with ideas that come from particularized values or cultures.

TEST QUESTION 18 (six possible points) (See Appendix, China)

STUDENT PERFORMANCE

28	students	achieved	6	points	36	students	achieved	6	points
47	"	"	5	"	56	"	"	5	"
10	"	"	4	"	13	"	"	4	"
1	"	"	3	"	0	"	"	3	"
0	"	"	2	"	0	"	"	2	"
0	"	"	1	"	0	"	"	1	"
1	"	"	0	"	0	"	"	0	"

SUCCESS CRITERIA

75% of the students should achieve 85% correct answers.

RESULT

86.1% of the students achieved 85% (5 points) correct answers.

87.1% of the students achieved 85% (5 points) correct answers.

OBJECTIVE TWO

To be able to check those problems that China faced under traditional government and still faces today.

TEST QUESTION 13 (ten possible points)

STUDENT PERFORMANCE

13	students	achieved	10	points	21	students	achieved	10 points
36	"	"	9	"	32	"	"	9 "
18	"	"	8	"	32	"	"	8 "
11	"	"	7	"	17	"	"	7 "
7	"	"	6	"	3	"	"	6 "
2	"	"	5	"	0	"	"	5 "

no students achieved below 5 points

SUCCESS CRITERIA

80% of the students should achieve 80% correct answers.

RESULT

77% of the students achieved 80% (8 points) correct answers.

80.9% of the students achieved 80% (8 points) correct answers.

OBJECTIVE THREE

To be able to criticize prejudicial judgements about China by citing specifics which prove the statement invalid.

TEST QUESTION 17 (ten possible points)

STUDENT PERFORMANCE

44	students	achieved	10	points	55	students	achieved	10 points
12	"	"	9	"	24	"	"	9 "
10	"	"	8	"	5	"	"	8 "
7	"	"	7	"	2	"	"	7 "
2	"	"	6	"	4	"	"	6 "
4	"	"	5	"	10	"	"	5 "
4	"	"	4	"	2	"	"	4 "
1	"	"	3	"	1	"	"	3 "
1	"	"	2	"	2	"	"	2 "
1	"	"	1	"	0	"	"	1 "
1	"	"	0	"	0	"	"	0 "

SUCCESS CRITERIA

75% of the students should achieve 80% correct answers.

RESULT

75.8% of the students achieved 80% (8 points) correct answers.

80% of the students achieved 80% (8 points) correct answers.

OBJECTIVE FOUR

To be able to check items which state views based on factual knowledge of Chinese civilization rather than views based on prejudicial judgements.

TEST QUESTION 10 (five possible points)

STUDENT PERFORMANCE

25	students	achieved	5	points	62	students	achieved	5 points
41	"	"	4	"	4	"	"	4 "
21	"	"	3	"	29	"	"	3 "

0 students achieved 2 points
0 " " 1 "

3 students achieved 2 points
7 " " 1 "

no students achieved below 1 point

SUCCESS CRITERIA

90% of the students should achieve 60% correct answers.

RESULT

100% of the students achieved 60% (3 points) correct answers.

90.4% of the students achieved 60% (3 points) correct answers.

OBJECTIVE FIVE

To be able to list traditional values that have continued in Chinese culture into the Communist rule and to give specific evidence on which the conclusion is based.

TEST QUESTION 16 (six possible points for evidence)

STUDENT PERFORMANCE

44	students	achieved	6	points	62	students	achieved	6	points
7	"	"	5	"	9	"	"	5	"
14	"	"	4	"	7	"	"	4	"
9	"	"	3	"	18	"	"	3	"
0	"	"	2	"	3	"	"	2	"
2	"	"	1	"	1	"	"	1	"
11	"	"	0	"	5	"	"	0	"

SUCCESS CRITERIA

55% of the students should achieve 83% correct answers.

RESULT

58.6% of the students achieved 83% (5 points) correct answers.

67.6% of the students achieved 83% (5 points) correct answers.

OBJECTIVE SIX

To be able to indicate recognition in original documents of ideas as either social, political, or economic by writing the number of the sentence from the document beside the correct category.

TEST QUESTION 9 (five possible points)

STUDENT PERFORMANCE

56	students	achieved	5	points	60	students	achieved	5	points
5	"	"	4	"	7	"	"	4	"
22	"	"	3	"	28	"	"	3	"
2	"	"	2	"	3	"	"	2	"
0	"	"	1	"	7	"	"	1	"
2	"	"	0	"	0	"	"	0	"

SUCCESS CRITERIA

70% of the students should achieve 80% correct answers.

RESULT

70.1% of the students achieved 80% (4 points) correct answers.

63.8% of the students achieved 80% (4 points) correct answers.

OBJECTIVE SEVEN

To be able to read and then select the correct interpretation of a document from a check list of four possible interpretations.

TEST QUESTION 12 (four possible points)

STUDENT PERFORMANCE

22	students	achieved	4	points	26	students	achieved	4	points
47	"	"	3	"	55	"	"	3	"
16	"	"	2	"	19	"	"	2	"
1	"	"	1	"	4	"	"	1	"
1	"	"	0	"	1	"	"	0	"

SUCCESS CRITERIA

77% of the students should achieve 80% correct answers.

RESULT

79.1% of the students achieved 80% (3 points) correct answers.

77.1% of the students achieved 80% (3 points) correct answers.

OBJECTIVE EIGHT

To be able to answer multiple choice questions which test knowledge of China since 1800.

TEST QUESTIONS 1-8 (eight possible points)

STUDENT PERFORMANCE

14	students	achieved	8	points	22	students	achieved	8	points
31	"	"	7	"	42	"	"	7	"
21	"	"	6	"	27	"	"	6	"
16	"	"	5	"	14	"	"	5	"
4	"	"	4	"	0	"	"	4	"
1	"	"	3	"	0	"	"	3	"

no students achieved below 3 points

SUCCESS CRITERIA

90% of the students should achieve 63% correct answers.

RESULT

94.2% of the students achieved 63% (5 points) correct answers.

100% of the students achieved 63% (5 points) correct answers.

OBJECTIVE NINE

To be able to match economic terms used in relation to the study of China's economy with their definition and to demonstrate a knowledge of China's economy by answering true-false and multiple choice questions.

OBJECTIVE TEST: China, Development by Force (100 possible points)
(See Appendix, China)

STUDENT PERFORMANCE

27	students	achieved	90-100	points	48	students	achieved	90-100	points
43	"	"	80-89	"	41	"	"	80-89	"
13	"	"	70-79	"	8	"	"	70-79	"
0	"	"	60-69	"	1	"	"	60-69	"

no students achieved below 60 points

SUCCESS CRITERIA

75% of the students should achieve 80% correct answers.

RESULT

84.3% of the students achieved 80% (80 points) correct answers.

90.8% of the students achieved 80% (80 points) correct answers.

OBJECTIVE TEN

To be able to list four Western ideas that have influenced China since 1850.

TEST QUESTION 15 (eight possible points)

STUDENT PERFORMANCE

36	students	achieved	8	points	56	students	achieved	8	points
7	"	"	7	"	12	"	"	7	"
24	"	"	6	"	25	"	"	6	"
4	"	"	5	"	0	"	"	5	"
13	"	"	4	"	5	"	"	4	"
0	"	"	3	"	3	"	"	3	"
2	"	"	2	"	2	"	"	2	"
0	"	"	1	"	0	"	"	1	"
1	"	"	0	"	1	"	"	0	"

SUCCESS CRITERIA

75% of the students should achieve 75% correct answers.

RESULT

77% of the students achieved 75% (6 points) correct answers.

88.5% of the students achieved 75% (6 points) correct answers.

OBJECTIVE ELEVEN

To be able to demonstrate a knowledge of methods of controlling thought by listing four techniques of thought control used in class.

TEST QUESTION 11 (four possible points)

STUDENT PERFORMANCE

45	students	achieved	4	points	56	students	achieved	4	points
18	"	"	3	"	20	"	"	3	"
10	"	"	2	"	7	"	"	2	"
2	"	"	1	"	4	"	"	1	"
12	"	"	0	"	18	"	"	0	"

SUCCESS CRITERIA

70% of the students should achieve 80% correct answers.

RESULT

72.3% of the students achieved 80% (3 points) correct answers.

72.3% of the students achieved 80% (3 points) correct answers.

OBJECTIVE TWELVE

To be able to recognize ideas that are totalitarian rather than Communist by checking totalitarian ideas in a list that includes both types.

TEST QUESTION 19 (five possible points)

STUDENT PERFORMANCE

27	students	achieved	5 points	61	students	achieved	5 points
32	"	"	4 "	24	"	"	4 "
18	"	"	3 "	16	"	"	3 "
4	"	"	2 "	4	"	"	2 "
5	"	"	1 "	0	"	"	1 "
1	"	"	0 "	0	"	"	0 "

SUCCESS CRITERIA

75% of the students should achieve 80% correct answers. (W. C. II students should perform much better than W. C. I students.)

RESULT

67.8% of the students achieved 80% (4 points) correct answers.

80.9% of the students achieved 80% (4 points) correct answers.

OBJECTIVE THIRTEEN

To be able to write an informal paper of personal opinion which is supported by specific factual knowledge.

No data available

OBJECTIVE FOURTEEN

To be able to write a formal expository book review discussing two or three of the following points--style, theme, point of view, and characters.

No data available

OBJECTIVE FIFTEEN

World Civilization I: To be able to write a formal expository paragraph.

No data available

World Civilization II: To be able to write a formal expository essay.

No data available

BIBLIOGRAPHY: CHINA

I. TEXTBOOKS

A. Buck, Pearl, The Good Earth. New York: Pocket Books, 1968.

This novel contains excellent descriptions of traditional Chinese values, e. g. importance of family, importance of the land, respect for elders. Set in a small agricultural village in the early 1900's, the book follows the life of a Chinese peasant and his family through drought, pestilence, and revolution.

B. Chang, Perry R., China, Development by Force. Chicago: Scott, Foresman and Company, 1964.

This short exposition of the forces which have shaped the course of events in China emphasizes the economic difficulties China must overcome in order to take a place in the modern world. In trying to make the best use of natural resources, human resources, and capital, the Communist government, completely disregarding human suffering, uses force, propaganda, and persuasion to effect economic change.

C. Hersey, John, A Single Pebble. New York: Bantam Books, 1968.

This novel is particularly helpful for an understanding of the conflict of Occidental and Oriental value systems. Set in the 1920's on the Yangtze, it is especially useful for protraying Chinese river life and the hardships of the trackers.

D. Ross, Floyd H., and Tynette Hills, The Great Religions by Which Men Live. New York: Fawcett World Library, 1968.

Used for students' review of Taoism, Confucianism, and Buddhism.

E. Warriner, John E., and Francis Griffith, English Grammar and Composition. New York: Harcourt, Brace & World, Inc., 1957.

Used as a handbook while studying subordination and coordination.

F. Short selections from the following were used to supplement the textbooks.

1. Anderson, G. L., (ed.), Masterpieces of the Orient. New York: W. W. Norton & Company, Inc., 1961, pp. 201-231.

Selections of poems and short stories were made from these pages.

2. Carroll, Harry J., et. al. (eds), The Development of Civilization, Vol. 2. Chicago: Scott, Foresman and Co., 1962, pp. 322-328.

Selections showing China's reaction to the West.

3. "Do Not Spit at Random," Atlantic. Dec. 1959.

Excellent short play for students to act out to show Communist thought control.

4. Fenton, Edwin, (ed.), Tradition and Change in Four Societies: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1968.

This is a textbook used in the Carnegie-Mellon University Social Studies Curriculum Project, second year. Much of our material on both traditional and modern China came from this source: e. g. commune system, China as a bureaucratic society, the education of civil servants, a Chinese village, quotations from Chairman Mao, and "Old Man Mang Kiang-tai."

5. Inglis, Rewey Belle, and William K. Stewart, Adventures in World Literature. New York: Harcourt, Brace & World, Inc., 1958.

Selections of poetry and a folk tale were made from this source.

6. Stavrianos, Leften S., Readings in World History. Boston: Allyn and Bacon, Inc., 1962.

Many selections from traditional China and some from modern China were made from this source.

7. Waley, Arthur, Three Ways of Thought in Ancient China. London: Allen & Unwin, 1946.

This was the source for the material on Chinese philosophy.

8. _____, Translations from the Chinese. New York: Alfred A. Knopf, 1964.

A good source for literature, especially poetry.

9. "What is Race?" UNESCO, 1952, pp. 60-63.

Useful for a discussion of similarities of men.

10. Yutang, Lin, (trans.), The Wisdom of China and India. New York: Modern Library, 1942.

Selections of poetry were made from this source.

II. AUDIO-VISUAL MATERIAL

A. Films

1. A Night at the Peking Opera — 16 mm film, color — optical sound, 20 mins.

Ancient art of Chinese opera encompassing comedy, tragedy, opera, ballet, circus, and pantomime is explored through selections from four famous operas. Narrator unobtrusively explains the symbols of makeup, costumes, objects, and players.

distributor: McGraw-Hill Book Company, Contemporary Films, 330 West 42nd St., New York, New York 10036.

1959

2. China: A Portrait of the Land 16 mm film optical sound black & white 18 mins.

Shows the influence of China's land resources on her history and economy. Suggests the human problems that China will face in her development, both industrially and agriculturally, proceeds along communist lines.

producer: Magnum Films

distributor: Encyclopedia Britannica Educational Corp.

1967

3. China: 1932-1945 or War in China: 1932-1945 16 mm film optical sound black & white 26 mins.

A crucial period in modern Chinese history is recreated with poignency through the use of selected old newsreels. Good background for understanding of contemporary China. From the Twentieth Century Series.

distributor: McGraw-Hill Book Company

1959

4. China's Villages in Change 16 mm film optical sound color 20 mins.

Explores the changes that have occurred in the Chinese family and the Chinese village as a result of the communist revolution in 1949. Points out that great increase in the population and the need for increased food production are serious problems and that the village and the family still represent the most enduring aspects of Chinese civilization.

producer: Magnum Films

distributor: Encyclopedia Britannica Educational Corp.

1967

5. Chinese Shadow Play 16 mm film optical sound color 10 mins.

The Shadow Play appeared in China more than a thousand years ago. Its actors are made of animal skin parchment and are manipulated behind an illuminated screen. This film starts with a popular Chinese fairy tale, "The White Snake Lady," in which the white snake lady and the priest fight each other with their magic. The backstage and musical instruments used in a Shadow Play are also shown.

distributor: McGraw-Hill Book Company, Contemporary Films, 330 West 42nd St., New York, New York 10036
or
Chinese Embassy Film Library, 2311 Massachusetts Ave. N. W., Washington, D. C. 20008

6. Communist China 16 mm film optical sound black & white 23 mins.

Describes the national development of Communist China, stressing goals, approaches and results. Points out the strengths and weaknesses underlying the Chinese drive for modernization.

producer: James Beveridge

distributor: McGraw-Hill

1965

7. Inn of the Sixth Happiness 16 mm film optical sound color full length motion picture

Set in 1931 at the beginning of the first Japanese invasion, the movie is based on the real life of Gladys Aylward. The film is an excellent source for the study of the impact of the West on traditional Chinese values.

distributor: Films Incorporated, 425 No. Michigan Ave., Chicago, Illinois 60611

8. Morley Safer's Red China Diary 16 mm film optical sound color two reels

Morley Safer and a cameraman, traveling on Canadian and British passports, were allowed inside several areas of Red China. Although they were carefully supervised by guides and interpreters, the resultant film is one of the most informative sources on Communist China in recent years.

distributor: C. B. S. News, New York

1967

9. Red China 16 mm film optical sound black & white 54 mins.

Traces the rise of Mao Tse-Tung and the communists during the savage civil war against the Chinese Nationalists from 1946-1949, and focuses upon the changes that have occurred under the regime in the last few years. From N. B. C.'s White Paper Series.

producer: N. B. C. TV

distributor: McGraw-Hill

1962

10. The Good Earth 16 mm film optical sound 138 mins.

We were unable to get this film for the show date which we requested but we would strongly recommend its use. The film is a good re-creation of the novel, showing the life and culture of pre-war China. It won two Academy Awards.

distributor: Brandon Films, 221 West 57th St., New York New York 10019

1937

B. Slides

The Fairfax County Media Center made about forty slides for us from plates in books. Slides produced included Chinese art, architecture, daily life, and geography. In addition, we contacted Col. Jack Novak (P. R. International, P. O. Box 971, Alexandria, Virginia 22313) for slides of the moon and the earth taken from Appolo 8 and other space flights. Satellite slides of China's geography and topography were especially useful.

C. Filmstrips

1. Carnegie-Mellon University Social Studies Curriculum Project, second year of program.

"Fang Fang"

2. Rise of Civilization Series

156 "Birthplaces of Civilization"

D. Records

1. "Ancient and Oriental Music," The History of Music in Sound, Vol. I, R.C.A. Victor, Oxford University Press.

Many examples of Chinese music. Excellent accompanying booklet for individual notes.

III. ADDITIONAL MATERIAL

A. Binyon, Laurence, Painting in the Far East: An Introduction to the History of Pictorial Art in Asia Especially China and Japan. New York: Dover Publications, Inc., 1959.

The author feels that much Oriental art is of interest because of the modern elements in it. He uses Matthew Arnold's definition of modern; "an age in which the interests of the race have passed beyond dependence on the struggle for existence; in which the mind is free, has found a clue to life, and can disinterestedly review and estimate the forces operating outside itself; in which the state of society has emerged from a state of warfare, such as the wearing of weapons implies, to a state of civility and amenity."

B. Burns, Edward McNall and Philip Lee Ralph, World Civilizations from Ancient to Contemporary, Vols. I and II. New York: W. W. Norton & Company, Inc., 1964.

Volume I is useful for Ancient China and Volume II is useful for modern China. The focus is philosophical, political, and cultural. An excellent book for starting to develop a knowledge of China.

C. Chiang, Yee, The Chinese Eye: An Interpretation of Chinese Painting. New York: W. W. Norton & Company, Inc.

Mr. Chiang is an artist; this means that he is both a poet and a painter. In this short volume he explains clearly and simply aims of Chinese art and its relation-

ship to Chinese thought.

D. Cressey, George B., Asia's Lands and Peoples. New York: McGraw-Hill, 1963.

Particularly helpful for geography.

E. Fairbank, John K., The United States and China. Cambridge: Harvard University Press, revised edition, 1958.

Mr. Fairbank challenges the policy makers in the United States to face facts about China. The authoritarian tradition of pre-communist China combined with the totalitarian-communist regime have produced an "explosive situation." This author believed that the United States has no answer for China's problems. His concluding remark ties in well with the philosophy of this unit: "Now we both have to learn to live on the same planet."

F. Fitzgerald, C. P., China: A Short Cultural History. New York: Frederick A. Praeger, third edition, 1961.

A short political and cultural history of China from early times through the Manchu dynasty. It is a college level book which is packed with basic information. The chronological development of the text establishes a broad perspective of Chinese history.

G. Goodrich, L. Carrington, A Short History of the Chinese People. New York: Harper & Row, 1959.

Much too detailed for the student in a survey course, but helpful for instructors. Useful maps and charts are included.

H. Hsu, Kai-Yu, (trans.), Twentieth Century Chinese Poetry. New York: Doubleday & Company, Inc., 1963.

421 pages of modern poems with a very helpful introduction.

I. Mehlinger, Howard, Teachers' Guide to Totalitarianism. The National Council of Social Studies.

Contains the exercise for limiting information and for thought control used on day 152.

J. Riddle, Donald H., et. al. (eds.), The Problems and Promise of American Democracy. New York: McGraw-Hill, Inc., 1964.

The introduction and first chapter of this book give an excellent introduction to the study of man, society and culture. Basic vocabulary is clearly explained.

K. Schafer, Edward H., Ancient China. New York: Time-Life Books, 1967.

One of the most useful books in the Time-Life series, Ancient China provides a general background for the art, literature, philosophy, and history of China through the Tang Dynasty, c. 907 A. D.

L. Sullivan, Michael, Chinese and Japanese Art. Great Art and Artists of the World Series, New York: Franklin Watts, Inc., 1965.

This well-illustrated treatise is valuable as a resource book for instructors. A short section deals with the impact of the West on Chinese art.

M. Watson, Burton, Early Chinese Literature. New York: Columbia University Press, 1962.

Useful commentary on the history, philosophy, and chronology of early Chinese literature to 100 A. D.

N. Wright, Arthur F., (ed.), Studies in Chinese Thought. Chicago: The University of Chicago Press, 1967.

A difficult and detailed book which is extremely helpful for the instructor who has time and effort to put into its reading.

IV. SOURCES FOR MATERIALS ON CHINA

A. Educational Media Index, McGraw-Hill Book Company, 330 West 42nd St., New York, New York 10036, latest edition 1968.

B. Chinese Embassy, Film Library, 2311 Massachusetts Ave. N. W., Washington, D. C. 20008. Film List.

C. Publications of the Asia Society, 122 East 64th St., New York, New York 10021.

1. A Guide to Asian Collections in American Museums.
2. A Guide to Films, Filmstrips, Maps, Globes, Records, Slides on Asia, with Supplement.
3. A Guide to Paperbacks on Asia, with Supplement.
4. An Introduction to Asian Music.
5. An Introduction to the Dance of India, China, Korea, Japan.
6. Asia: A Guide to Basic Books.
7. Asia: A Guide to Books for Children.
8. Asia: A Guide to Travelling Exhibitions and Displays.
9. The Liberal Values of Non-Western Studies.

APPENDIX: CHINA

TEST: TRADITIONAL CHINA

I. Multiple Choice: Select the best answer and place the letter of that answer in the space provided, but if there are different directions for any particular question, do as you are told.

One point for each blank

1. ___Which of the following groups of words accurately describes true Taoist thought?
   a. non-materialistic, passive, anti-law
   b. simple, strict conduct rules, passionless
   c. mystical, natural, progressive

2. ___Which of the three systems of thought in China would be more likely to lead to progress and change?
   a. Taoist
   b. Confucianist
   c. Legalist
   d. A Taoist who later became a Confucianist

3. Write Taoist, Confucianist, or Legalist in the space provided to show which school of Chinese thought is represented.

   _____When I say "passionless" I mean that a man does not let love or hate do damage within, that he falls in with the way in which things happen of themselves.

   _____Govern (the people) by moral force; keep order among them by ritual, and they will keep their self-respect and come to you of their own accord.

   _____The pleasure got from the due ordering of ritual and music, the pleasure got from discussing the good point in the conduct of others, the pleasure of having many wise friends is profitable.

   _____Therefore, I would have the people told that if they want gain, it is only by ploughing that they can get it; if they fear harm, it will only be by fighting that they can escape it.

Two points for each blank

4. ___Traditional Chinese government ruled effectively because
   a. it followed Taoist thought
   b. it had a well-organized bureaucratic system
   c. it allowed all people to have a say in law-making
   d. it was able to keep all foreigners out of China

5. ___The large population of China has always
   a. been evenly distributed over the land area except for concentrated groups within the large cities
   b. lived mostly in the western mountain regions of China
   c. lived mostly along the northern boundary of China
   d. lived mostly in the eastern and southern part of China

6. ___The land area of China is
   a. much greater than the land area of the U.S.
   b. much smaller than the land area of the U.S.
   c. slightly larger than the land area of the U.S.
   d. exactly the same as the land area of the U.S.

7. ___Which of the occupations of traditional China did Wang Lung's middle son follow?
   a. farmer c. mandarin
   b. soldier d. business man

8. ___Cuckoo occupied a position in Wang Lung's house that was customary in traditional China. What was the position?
   a. Cuckoo was the family god
   b. Cuckoo was Wang Lung's mistress
   c. Cuckoo was a servant
   d. Cuckoo was the wife of the oldest son

9. ___For many centuries Chinese youths who wished to get government positions had to take an examination in
   a. political science and foreign languages
   b. law and government
   c. classical writings
   d. mathematics and sciences

10. ___A woman of traditional China would NOT do which of the following?
   a. work from dawn until dusk
   b. show proper respect for her ancestors
   c. always obey her husband
   d. tell elder women in her household how to act

11. ___In a traditional Chinese village
   a. most food was bought by the family rather than being produced by the family
   b. there was no trade with similar villages
   c. most people were responsible for growing their own food
   d. the women did most of the work

12. ___Which of the following dynasties was the last to rule China?
   a. Manchu c. Ch'in
   b. Sung d. Ming

13. ___What was the "Mandate from Heaven?"
   a. the inspiration from heaven that caused Confucius to write down his ideas
   b. the right to rule claimed by a dynasty
   c. the sacred writings of Lao Tzu
   d. an idea like that of "divine right" which China borrowed from the West

14. ___The most popular form of literature in traditional China was
   a. drama c. fiction
   b. lyric poetry d. biography

15. ___The first author of significance in Chinese literature was
   a. Po Chu c. Confucius
   b. Tao-Yuan-Ming d. Pearl Buck

16. ___In The Good Earth the thought which most affected Wang Lung was
   a. Confucianism c. Legalism
   b. Taoism d. all three of the above

II. Answer the following questions as indicated.

17. Check the statements which attempt to state a view which is based on knowledge of Chinese civilization rather than prejudicial judgements.

___The problem of internal discontent in the Chinese state was not a problem in China until the Communists gained power.
___Chinese philosophy does not concentrate on a supreme bring and therefore it is inadequate as a guide to life.
___Because Chinese art is traditional, it lacks creativity.
___The civil service system attempted to preserve the traditions and wisdom of Chinese civilization.

18. Decide which of the humanities questions is under discussion in the following statements. Then write at least one sentence which states the answer to the question indicated by the author. Do NOT merely restate what the quotation says. Write your sentence on scratch paper before you write it on the test page.

a. "Sadness and joy are the perverters of the Inner Power; delight and anger are offences against the Way; love and hate are sins against the Power...To remain detached from all outside things, is the climax of fineness."

The Question:_____

The Answer:_____

(The space provided for answers has been omitted from the remainder of the questions in this section.)

b. Confucius said, "Only a man knows how to love people and how to hate people."

c. "It is only by ignoring their protests that he (the prince) can win them over...What the superior approves of, the inferior will end by approving even more than he. The gentleman's part is like that of the wind; the smaller man's part is like that of the grass. When the wind passes over it, the grass cannot choose but bend. This matter rests entirely in the prince's hand."

19. List three ways that geography has influenced the civilization of China.

a.
b.
c.

20. Check the statements which explain the philosophical idea that is expressed in the work of art shown. (These slides were projected for the students during the test.)

a. Sung landscape, On a Mountain Path in Spring

___Man and nature are in conflict.
___One excellent way to practice the Rules of Propriety is to be opposed to natural behavior.
___Man and nature are part of a whole.
___Contentment can be achieved through meditation in natural surroundings.

b. Shang Bronze Ritual Vessel

___Closeness to the earth (yin) is an admirable quality.
___Nature is man's worst enemy.
___Careful workmanship in funerary offerings indicates respect for ancestors.
___Tigers and snakes should be worshipped because they represent the fearful qualities of nature.

21. Check the traditional techniques used by the artist of the painting shown.

a. Chinese painting of the Sung Dynasty by L Chih
___Paintings are not meant to give pleasure because they have the vitality of life itself--only technique counts.
___Color should be applied according to the object.
___The artist's own spirit should never be taken into account; only realistic rendering of objects is admirable.
___Simplicity, well planned space, and careful brushwork are important.

22. Check the school of Chinese philosophy that influenced the author of the poem.

Flocks of birds fly high and are gone,
Just a solitary piece of cloud sails slowly by,
I sit alone, communing with the towering summit of Chin Ting.
Long we commune, but we never grow weary of each other.

___Confucianist ___Taoist ___Legalist

23. Check the items which express traditional Chinese values.

___1. Valued loyalty to kinsmen
___2. Valued individuals who strove to achieve the betterment of society by introducing new and better methods for agricultural production
___3. Valued artistic and literary talent
___4. Valued education which would lead to technological progress
___5. Valued filial piety
___6. Valued harmony with the cycles of nature
___7. Valued the idea that every man should serve his government as a soldier
___8. Valued a powerful God who created man
___9. Valued order imposed by mutually agreed upon systems of law
___10. Valued an ordered society achieved by correct personal relationships
___11. Valued education which led to respect for tradition

24. Below you will find several sets of sentences. Combine the two sets as directed by the labels. You may adjust wording, but do not adjust basic content. (In the original test, space was provided for the student to write his answer on the test paper.)

	Emphasize this idea	Subordinate this idea
1.	He could not be reproved.	He was of the older generation.
2.	He went to his hut in bitterness.	He had received only one penny for pulling his riksha that day.

Coordinate the ideas in the sets of ideas.

1. China must have a revolution. China must rise against the Manchus.

2. The old man accepted the life they led. The old woman accepted the life they led.

UNIT TEST: CHINA

__1. The United States' policy in the Chinese Civil War (the war between the Nationalists and Mao's Communists) was to
a. be strictly neutral
b. help the Nationalists until further aid seemed useless
c. help the Communists
d. rely solely on the United Nations to settle the dispute

__2. Which of the following did NOT play a part in the weakening and ultimate overthrow of Chinese dynastic rule?
a. Confucius taught that people should refuse to obey the government
b. large landlords were exploiting the peasants and causing unrest among the peasants
c. the introduction of Western ideas caused dissatisfaction with the Manchu rule
d. the Japanese had recently defeated the Chinese

__3. The opening of China to foreign commerce came as a result of
a. war between China and Japan
b. the Boxer Rebellion
c. overthrow of the Manchus
d. the Opium War with Great Britain

__4. Which of the following is NOT applicable to Chinese schools, both traditional and modern?
a. learning serves the purpose of the state
b. education was for all children, regardless of wealth
c. the training of individuals who think and reason for themselves was stressed in the courses offered
d. the courses offered were determined by elders rather than by students

__5. In the 18th century, the Chinese emperor viewed the West as
a. the most highly advanced and civilized section of the world
b. the area from which China could get all of the products that were not available in China
c. as an area that had to be recognized and dealt with cautiously because it was a threat to China
d. a place that could only benefit and be enlightened by contact with China

__6. Which of the following was the leader of the revolution in China in 1911?
a. Chiang Kai-shek
b. Sun Yat-sen
c. Mao Tse-tung
d. Yuan Shih-kai

__7. In 1939 Lui Shao-chi' made a speech in which he outlined the ways that people should act in order to be good communists. Which of the following was NOT one of his points?
a. Every communist must work to cultivate himself in party unity, moral character, and hard work.
b. Every communist should work to get control of the party so that he could lead the revolution.
c. Every communist should learn to fight for communism by learning the tactics of Marx, Engles, Lenin, and Stalin.

d. Every communist must criticize himself daily, set up goals for future contribution to the party, and seek the help of other comrades in self-cultivation.

__8. The present ruler of the People's Republic of China came to control the mainland in
a. 1932 c. 1949
b. 1964 d. 1939

9. Below are quotations from Mao Tse-tung. Each expresses primarily an economic, social, or political idea. Show which idea is the major focus of each numbered sentence by placing the number in the appropriate blank. Use each number only once.

economic_____ political_____ social_____

After the country wide victory of the Chinese revolution and the solution of the land problem, two basic contradictions will still exist in China. (1) The first is internal, that is, the contradiction between the (masses) and the bourgeoise. (2) The second is external, that is, the contradiction between China and the imperialist countries.

(3) Those who advocate...the study of ancient classics, the practices of old rules of propriety and old thoughts, and the opposition of new culture and new thoughts, are representatives of this kind of culture...

(4)The force at the core leading our cause forward is the Chinese Communist Party.

(5) In order to speed up this restoration and development (of agricultural production and industrial production in small towns), we must do our utmost, in the course of our struggle for the abolition of the feudal system...

10. Check the following statements which are based on prejudicial judgments rather than those based on a knowledge of Chinese civilization.

__1. Most Chinese are unhappy with Communism and would like to escape Mao's rule.
__2. Communism is harmful both politically and economically for China.
__3. Nature has been a strong influence in Chinese culture.
__4. China's population has outgrown her food supply because the Chinese believed that man should not interfere with nature.
__5. Both the United States and Russia have a superior technology and thus have more advanced civilizations than China.

11. List four techniques of thought control demonstrated in class by the defenders and friends of the DDAA or by the instructory. (Space for the answer was provided on the test paper.)

12. Taking into consideration the evidence in the passage from Legalist doctrine quoted below, check the statements which are accurate interpretations of the meaning of the passage.

"Those who are in favour of giving the people what they want and saving them from what they dislike are in these days called moral men; whereas those who are in favour of giving the people what they

dislike are interfering with their pleasures and are called immoral men. The facts are just the other way around, and the matter deserves close attention."

__1. The writer believes that the people are immoral.
__2. The writer believes that people have to be told what to do.
__3. The writer indicates that some people have disapproved of regulations made by the government he represents.
__4. The writer is urging readers to give up the idea that people always know what is best for them.

13. The government of traditional China faced problems. The communist regime today faces problems. Check those items below that explain problems faced by <u>both</u>.

__1. Controlling nature, specifically the rivers
__2. Unifying people into support of the government
__3. Food shortage for the population
__4. Trying to eradicate illiteracy from the land
__5. Border disputes
__6. Governing such a vast territory
__7. Educating people to pass the civil service examination
__8. Trying to control the birth rate
__9. Becoming superior to the West
__10. Persuading people to work for the welfare of the community rather than for the welfare of the family

14. Match the definition with the term.

__economic system
__commerce
__agrarian economy
__private enterprise
__law of scarcity
__socialist economy
__commune

A. Overall administrative units which control not only agriculture, but also the industrial, commercial, educational, and military affairs of a district.
B. Individuals engage in business or farming profit of which will belong to them.
C. Set of social arrangements, customs, laws, and practices which comprise the controls for producing, consuming and distributing goods.
D. Trade on a large scale.
E. Economy organized so that the means of production such as land and factories belong to the government.
F. Economy based on agriculture.
G. The principle that limited resources hamper economic development.
H. Economy organized so that the means of production are in the hands of people and all goods which are derived are shared according to the needs of each person.
I. Industrialization.
J. Stable economy.
K. Cycle of poverty.

15. List four ideas of the West that have been accepted in China since 1850. Be careful to list four that are different. (Space for the answer was provided on the test paper.)

16. List two attitudes or values of Chinese culture which have continued into the Communist rule. Briefly state the evidence which supports or proves that the value is still present in Communist China. (Space for the answer was provided on the test paper.)

17. Below are two prejudicial judgements about China. Criticize each of them by explaining one specific which proves the statement incorrect. (Space for the answer was provided on the test paper.)

    1. The government of Mao Tse-tung has brought only misery and suffering to the Chinese people.

    2. The Western nations became interested in China during the 19th century because they wanted to help that country develop economically.

18. Men in various parts of the world seem very different because of local customs, values, and traditions. However, men are more alike than different. Check those items below which describe things that all men have in common.

    __the need to go to church
    __the need for food
    __the desire for security
    __the need for warm clothing
    __the need for individual freedom
    __the need for shelter

19. Check those items below which describe totalitarian aims or methods.

    __A major belief is that all social classes should be abolished
    __All news media is controlled by the government and is designed to inform the populace in a limited and directed way
    __A major aim is to establish common ownership of all means of production
    __A strong central government is established which makes laws without seeking general approval of the people
    __Social pressures are exerted on the population to make the people conform to the wishes of the government

QUIZ: CHINA, DEVELOPMENT BY FORCE

I. Matching definitions with terms

A. Capitalism
B. Economy
C. Resources
D. Communism
E. Social goods
F. Economical
G. Product
H. Socialism
I. Economic system

__1. Set of social arrangements, customs, laws, and practices which comprise the controls for producing, consuming, and distributing goods.
__2. System of producing, consuming, and distributing goods.
__3. Something that lies ready for use or can be drawn upon for aid; supply of something to take care of a need.
__4. Goods and services used in common with others in a society (schools, highways, etc.).

II. True or False

__1. One of the reasons for the development of strong central government in traditional China was that through this system some agricultural problems could be solved most efficiently.
__2. Changes sometimes are made in economic systems as goals change.
__3. Certain Chinese traditions discouraged commercial and technilogical development in China.
__4. The "grand design" of the Kuomintang was fully accomplished during the years in which Chiang Kai-shek's regime controlled China.
__5. The Communists under the leadership of Mao Tse-tung sought to break the vicious circle of poverty in China by encouraging private enterprise and by decreasing government controls in the early years of their regime (1949-1953).

III. Multiple Choice

__1. The First Five-Year Plan (1953-1959) (A) failed completely, (B) was destroyed by a peasant revolution, (C) made some advances in increasing production of food and industrial goods.
__2. The "Great Leap Forward" (1957-1959) (A) failed because people would not work on dams, (B) failed because human determination did not make up for the shortage of capital resources and efficient production methods, (C) failed because nobody knew how to build small backyard furnaces to make iron.
__3. The Nationalist Chinese under Chiang Kai-shek now govern (A) Hainan, (B) Hong Kong, (C) Taiwan.
__4. The United States was committed to a Mutual Defense Treaty in 1954. This treaty obligated the United States (A) to protect Vietnam from Chinese Communists, (B) to come to the aid of Red China in case Japan attacked, (C) to come to the aid of the Nationalist Chinese if the Communists attacked.

ADDENDUM

The following pages were designed to give a detailed explanation of methodology used for the presentation of specific material. It was impossible to go into great depth in each unit. Illustrations for the interpretation of a primary source, a sonnet, a piece of sculpture, a work of architecture, a piece of music, and a painting follow. The explanations show how such items are related to the philosophy of a period, and how they were used as evidence for speculation about the huanities answers in a given period.

MAJOR-MINOR PARAGRAPH

Outline of Paragraph:

Topic Sentence:	Religion affected a wide range of activity in the Hebrew civilization.	
Major Support	A.	Political theocracy developed
Minor Support	1.	Leaders close to God
Minor Support	2.	Affairs of state conducted in accordance with God's inspired law
Major Support	B.	Cultural activity reflects religion
Minor Support	1.	Art
Minor Support	2.	Literature
Minor Support	3.	Music
Conclusion:	Influence wide and strong	

Paragraph Written from Outline Above:

TOPIC SENTENCE The Influence of Religion on Hebrew Civilization >TITLE

The strong religion of the Hebrews affected a wide range of activity in the Hebrew civilization. A The direct selection of political leaders by God, an important religious belief revealed in the Old Testament, made the system under which the Hebrews operated a workable theocracy. 1 Abraham, a tribal as well as a God-appointed religious leader, ruled his people in accordance with the will of Yahweh. 1 Later, the judges were chosen because of the religious qualities the priests and the people felt fitted them for leadership. When the unification of the Israelites into a nation became possible, 2 Saul, David, and Solomon could exercise their power as kings because they strongly supported the worship of the Lord. B In addition to influencing the political activity, religious beliefs were reflected in the arts developed by the Hebrews. Because of the commandment of the Lord forbidding graven images, 1 sculpture never developed as an art form in Israel. However, craftsmen could, under religious law, create such symbols of faith as 1 beautiful

temples adorned with low relief carvings and metal work such as the menorrah cnadlesticks. 2 The psalms written in praise of God and the 3 musical chants used in the synagogues also reflected the effect of religion on the culture of the Hebrews. The range of influence exerted by religion was wide, and the power exerted was strong. CONCLUSION

GENERAL TO SPECIFIC PARAGRAPH

Outline of Paragraph:

Topic Sentence:	The strong religion of the Hebrews affected a wide range of activity in the Hebrew civilization.
Specific	A. Theocratic political organization developed
Specific	B. Social activity regulated
Specific	C. Art reflected religious law
Specific	D. Literature reveals religious beliefs
Conclusion:	Influence wide and strong

Paragraph Written from Outline Above:

The Influence of Religion on Hebrew Civilization. > TITLE

TOPIC SENTENCE The strong religion of the Hebrews affected a wide range of activity in the Hebrew civilization. A The leaders who assumed their power to rule because God chose them, developed a theocratic form of government. B Social activity, such as the educational program, spoken of many times in the books of Moses, was controlled by the tribe of Levi, appointed by God to take care of priestly tasks. C Also in accordance with God's will the artistic efforts of the Hebrews were directed toward adornment which did not violate the commandment against graven images. D The compilations of religious writing of the Hebrews further reveal the complete dedication of scribes, priests, and teachers whose task it was to record the religious and tribal laws, the history, and the poetic praise of the Lord God of the Hebrews. The range of influence exerted by religion was wide and the power exerted was strong. CONCLUSION

PRIMARY SOURCE

Quotation from Hebrew Literature: Genesis 17:1-7

And when Abram was ninety years old and nine, the Lord appeared to Abram, and said unto him, I am the Almighty God; walk before me and be thou perfect.

And I will make my covenant between me and thee, and will multiply thee exceedingly.

And Abram fell on his face; and God talked with him, saying,

As for me, behold, my covenant is with thee, and thou shalt be father of many nations.

Neither shall thy name any more be called Abram, but thy name shall be Abraham; for a father of many nations I made thee.

And I will establish my covenant between me and thee and thy seed after thee in their generations for an everlasting covenant, to be a God unto thee and to thy seed after thee.

I. Students will probably recognize this Biblical event. They should be asked to comment upon its significance before the instructor enters the discussion.

II. Genesis, part of the Hebrew Torah, written down between 800 and 600 B. C. is one of the history books of the Old Testament. God's covenant with Abraham made at Haran 4000 years ago begins the continuing dialogue which created a bond between human beings and the supreme force manifested in the universe. This dialogue, so important to the Ancient Hebrews and later peoples, began three of the important religions of the world--Judaism, Christianity, and Islam.

III. Hebrew Philosophy

The writer of this passage recognizes the existence of polytheism in the Ancient Near East, but the passage makes clear the concept of God as the Almighty God. Later passages could be cited which explain the long struggle to establish monotheism as a philosophy among the Hebrews. This passage also clearly enunciates the concept of the Chosen People entitled to the land of Canaan which is so important in contemporary historical events.

IV. Humanities Question

Abraham's relationship to God was a personal relationship based on faith and honor. Abraham's duty was to obey and in return God promised a land to a people which has never forgotten the covenant. The implications of the Covenant with regard to theocratic government could be discussed.

SCULPTURE

Statue of Chefran from Giza, c. 2530 B. C.
Medium: Diorite
Height: 66"
Egyptian Museum, Cairo

I. Students should be allowed to view the slide and to comment on it before any discussion occurs from the instructor.

II. This is a portrait statue from the Old Kingdom. It shows Chefren seated on a throne with the god Horus, the falcon, wings outstretched to enfold and protect the head. The statue is typically Egyptian. The outline of the block, the original rectangle of stone can still be visualized. The sculptor obviously drew the front and side faces onto the surface of the original block of stone and then worked inward until the two views met. The statue is meant to be

viewed from the front. It is not designed for walking around or for viewing from several angles. The axis, then, is frontal and straight-forward and the statue does not turn or bend around it. Additionally, the sculptor has made no use of space in carving the figure. The arms are rigidly attached to the sides of the body and the back and legs have never been detached from the original block. The body is strong and powerful but immobile and heavy; it is totally impersonal, like hundreds of others from the same period. The position is conventional because all seated pharoahs look like this. Only the face reveals some personal touches--not many, but enough to distinguish Chefran from other contemporary portraits. Typical, too, is the lack of weight and support in the statue. The feet show no evidence of supporting any human weight. Moreover, the drapery (the clothing) shows no evidence of being sat upon. If the statue were not so massive or carved in the medium of diorite, the viewer could get an impression of a floating figure rather than a seated one.

III. Egyptian Philosophy

The statue is typical of Egyptian conservatism. It follows all of the conventions which have been established for sculpture. (These conventions will persist until the reign of Amenhotep IV, Ikhnaton, c. 1365 B. C. and re-establish themselves, although not so firmly, after his death.)

IV. Humanities Question

The artist is anonymous. He is working in the service of his king and in the service of his religion. He himself is unimportant. Chefran, on the other hand, is important. He is concerned with his relationship to the gods and the proper funerary rites. He is also concerned with his self-image in the after-life.

POEM

Shakespeare Sonnet 29

When in disgrace with fortune and men's eyes
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself, and curse my fate;
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee--and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That then I scorn to change my state with kings.

I. Students read and explicate the sonnet. Possible interpretation: When I am without friends or wealth and feeling sorry for myself;

when I am feeling so sorry for myself that even Heaven seems deaf to my plight; when I compare myself to others who have more material wealth than I; when I wish to have the opportunities, the friends, and the talents of others; when I find myself unable to be contented even with those things which I ordinarily most enjoy; when I almost despise myself in this depression, suddenly I think of you. Then my thoughts, my emotions, my whole state of being, rises out of depression to thankfulness for what I have. For remembering your love brings such contentment that I would not change my place, my state, for that of any other man--not even if that man were a king.

II. Sonnet form should be reviewed. The difficulty of writing in such a formal, restricted manner should be discussed. Point out the naturalness of iambic pentameter; similarity to natural English speech patterns. Attention given to imagery, "Like to the lark at break of day arising from sullen earth...;" to word choice and connotations, "outcast," "deaf," "curse," "disgrace," "bootless," "sullen," changing to "arising," "sings," "hymns," "sweet," "wealth:" to the tone and the mood established by such words, hopeless, despairing, self-pitying changing to contentment, happiness, and joy.

III. Placing the sonnet in the Renaissance philosophy of humanism

Humanism's emphasis on individual worth and dignity is easily tied to the value of personal expression and personal definition of emotions, thoughts, beliefs, and feelings. This sonnet is one individual's personal communication of his feelings to another individual. More particularly, it is an example of a dominant literary form of the Renaissance; a form which invariably deals with personal love or personal philosophy. As such, it is representative of the emphasis and the value placed on individual worth and dignity in the Renaissance.

IV. Humanities Question

What is this man's relationship to himself? To others? The answers should be clear from the students' explication discussion.

ARCHITECTURE

San Pietro in Montorio
Rome
Bramante
1502

I. Students should be allowed to view the slide and to comment on it before the instructor makes any comments.

II. This is a building of the high Renaissance. The influence of classical architecture on the design of the building is evident in the dome and Roman doric columns. The artist has worked within a defined form, the circle. The building does not really relate to the landscape into which it is set. Among all of the buildings in Vatican City, it is hard to even find it. The interior of the church

is centrally planned, a typical technique of Renaissance artists. All of the lines inside and out are curved. A great change from the straight, angular lines of Gothic buildings. The curvilinear design has a very human quality because all of the lines of the human body are curved. There are no right angles or straight lines.

III. Renaissance philosophy

The name of the artist is known indicating that the individual artist is considered important. In Gothic buildings, the artists are usually anonymous. Man feels he has the ability to define space and work within definite limits rather than the old repetitive style of the Medieval builders. The building is small and does not overpower man which shows that man has gained in importance. The building is unique in design and execution which shows the Renaissance artist's belief in individualism. He has confidence to express his ideas freely rather than following some prearranged formula. His faith in himself and his dependence on the past are both evident in this building.

IV. Humanities Questions

This world is important and man in the world is important. The central plan of the interior allows the worshipper to be a man of this world rather than being transported into another world. God is still important to him, but the relationship is more personal and down to earth than it had been before.

MUSIC

Late Baroque
George Frederick Handel
Chorus, "Draw the Tear from Hopeless Love" from Solomon

I. Students should listen to the piece carefully and then should comment about elements of Baroque music which are evident to them, e.g. harmonic thinking, stress on a melody carries by the top voice, orchestra as support, use of new instruments (violin family).

II. Discussion of the Oratorio as a new form of music

The oratorio reached its perfection in the work of Handel, particularly in his use of choruses. In the opera, another new form of music in the Baroque period, the chorus played a relatively minor role; in the oratorio, the chorus filled the chief role in carrying the drama forward. Handel's choruses have a freedom of form which is unusual, although they do scrupulously follow the text and are ordered by using alternatinating chordal textures and patterns. This chorus from Solomon is one of a series of choruses presented to the Queen of Sheba as entertainment on her visit to Solomon (I Kings 10: 1-13). The subject of the chorus is the power of music to move the spirit of man; it particularly focuses on the emotion of hopeless love, "full of death and wild despair."

III. Philosophy of Baroque

Handel's chorus is full of patterns. The exposition is fugal in

character and the whole chorus is based on repetition of themes and variations of phrases. The leading players in each string section of the orchestra maintain the background harmonies and alternate with reiterated chords in dotted rhythm. This ordered expression is characteristic of Baroque music.

IV. Humanities Questions

Self: Like the scientific world of the 17th century, the musical world was marked by experimentation and ordered development. In this atmosphere, an individual composer did not feel restricted or bound by past conventions. He respected himself and sought new means of expression. Thus new forms and new instruments were developed.

Others: Individual composers were known and respected by their fellow men. Handel's music was so powerful that King George felt moved to stand during a performance of the "Hallelujah Chorus" from The Messiah. Handel deliberately chose his subject matter from sources shared by many men rather than by the upper class exclusively.

God: Oratorios are dramatic choral presentations of Biblical texts. Obviously Handel's relationship to God was one of respect and praise.

State: This particular chorus provides no evidence for an answer, but students should be reminded that Lully and Rameau were specifically known as the court composers for Louis XIV and that most composers at this time were under the patronage of someone in authority.

PAINTING

Sung Dynasty Painting, c. 1150 A. D.
Medium: ink on silk
Nationalist Museum, Taipai, Taiwan
Source: This slide was purchased in Taiwan, but catalogue lists of Oriental art are available upon request from the Freer Gallery of Art, Washington, D. C.

I. Students should be allowed to view the slide and comment on it before the instructor enters the discussion.

II. This slide is typical of the art, developed over a long period of years, which flowered during the Sung Dynasty. The six canons of painting written by the influencial critic, Hsieh Ho, in the fifth century were as follows: deft brushwork, accurate likenesses, versitile colors, well-planned space, veneration of tradition, and lifelike spirit. All these characteristics can be seen in this painting of high, mist shrouded mountains which form the background for a lower mountain path and stream along which travelers move.

III. Chinese Thought

The subordination of men in the scene to the natural surroundings is typical of the way Taoists viewed men and nature. The beauty and majesty of the earth (Yang) and the harmony which should exist

between men and nature is illustrated in this painting.

Confucianism can be noted in the evident feeling that man can grasp the meaning of the basic workings of the universe and in the orderly traditional method which the artist has used to indicate perspective. (The Chinese artist does not employ Western techniques to give the illusion of depth. Instead he arranges lines in a series of overlapping shapes which create the illusion of shifting depth, height, and subject matter; this technique is suited to the hand held scroll.)

Contemplation of the unspoiled wilderness of nature, so dear to Buddhist thought, could be mentioned.

IV. Humanities Questions

The careful workmanship of this unknown artist attests to his respect for himself as an artist and to his respect for the forces of nature. The mist is symbolic of his idea that everything about the mysteries of earth and heaven cannot be fully understood by man. This artist, like most Chinese, has probably achieved a blend of all of the religious philosophies of China. The artist's kinship with mankind is evident in the inclusion of men in the majestic scene.